

LESSON MANUAL TWO

(LESSONS 181-360)



PEABODY LANGUAGE DEVELOPMENT KITS—REVISED

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LEVEL P

181

Materials

ACTIVITY 1

Cards

Animals

1-11 20-21
1-12 22-23
6-13 24-25

Peabody Language Development Kits — Revised

LESSON MANUAL TWO (lessons 181-360)

LEVEL P

1. Focus: adding -ing to action words to create
naming and describing animals from

Stick the 12 animal cards in numerical order.

Hold the cards, show card 1, and say:

Let's use two sentences to name this animal and tell what
sound it makes.

Have one child name the animal in a sentence like this: "That is a
bear." Then say:

Now let's use another sentence to tell what sound this bear
could make.

Have a child respond in a sentence like this: "The bear
make a growling sound." Then continue:

Now let's name both the animal and its sound in one
sentence. I will go first: "This could be a growling bear."

Let's say that sentence together.

Continue as before with the remaining cards, having the children
take turns making up three sentences about each one. Give
everyone at least one turn, even if some cards must be used more
than once.

VARIATION: Use the cards to create a story. Each child
adds a sentence for the children to repeat.

AGS

2. Focus: naming the animals and
a chant

Hold the 12 stacked animal cards and say:

Now I will teach you a rhyming verse about these animals
and their sounds.

American Guidance Service
Circle Pines, Minnesota 55014



Materials

ACTIVITY 1

Cards

Animals

1	11	20	27
3	12	25	31
8	13	26	36

ACTIVITY 2

Cards

Animals

(same as for Activity 1)

1. Focus: adding *-ing* to action words to create adjectives while naming and describing animals from their sounds

Stack the 12 animal cards in numerical order.

Hold the cards, show card 1, and say:

Let's use two sentences to name this animal and tell what sound it makes.

Have one child name the animal in a sentence like this: "That is a bear." Then say:

Now let's use another sentence to tell what sound this bear could make.

Have a child respond in a sentence like this: "That bear could make a growling sound." Then continue:

Now let's name both the animal and its sound in one sentence. I will go first: "This could be a growling bear." Let's say that sentence together.

Continue as before with the remaining cards, having the children take turns making up three sentences about each one. Give everyone at least one turn, even if some cards must be used more than once.

VARIATION: To make the activity *easier*, always say the third sentence for the children to repeat.

2. Focus: naming the animals and imitating their sounds in a chant

Hold the 12 stacked animal cards and say:

Now I will teach you a rhyming verse about these animals and their sounds.

Show card 1, and lead the children in saying the following rhyme line by line until they seem to know it and are producing the right animal sound.

**Eenie, Mooney,
Macaroony!
What are we today?
All of us are (growling bears);
This is what we say:
(Grrr. . . .)**

Continue with the other cards. Have the children repeat the rhyme and sound for each animal, using this list:

- | | |
|---------------------|----------------------|
| 1. buzzing bees | 7. clucking hens |
| 2. meowing cats | 8. roaring lions |
| 3. mooing cows | 9. hooting owls |
| 4. barking dogs | 10. oinking pigs |
| 5. quacking ducks | 11. crowing roosters |
| 6. gobbling turkeys | |

We recommend that you read again Part I of the *Teacher's Guide* at about this point. This should remind you of ways to teach the lessons for maximum efficiency.

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Materials

ACTIVITY 1

Display Board
4 ledges

Poster 4

ACTIVITY 2

Display Board
4 ledges

Poster 4

Sound Book 3
Page 12, band 1

Teacher provides
Record player

1. Focus: identifying "Sounds of the City in Summer," and then classifying and describing people by their actions in the poster "City in Summer"

Do not display the poster until asked to do so.

Say:

Close your eyes and imagine where you might be if you heard these sounds.

Play band 1 and ask:

What place might sound like that? (Pause) Yes, these sounds might be heard in a city. Here is a picture of a city scene for you to talk about.

Use the ledges to place the poster on the board. Continue:

Look at all the people in this city! Let's take turns pointing to someone on the poster and describing what that person is doing.

Afterwards, point on the poster to someone splashing. Say:

This (boy) is splashing water. We could call (him) a *splasher*. Now let's find all the splashers.

Repeat this procedure with these groups:

- | | | |
|-------------|--------------|-------------|
| 1. diggers | 5. balancers | 8. walkers |
| 2. sprayers | 6. kneelers | 9. workers |
| 3. riders | 7. sitters | 10. talkers |
| 4. players | | |

2. Focus: thinking about "who might say that" on the poster "City in Summer"

Leave the poster from Activity 1 on display.

Point to the poster and say:

Let's play Who Might Say That? as you look at this poster. I will say a sentence that someone in the picture might say. Tell me who might say that sentence and why you think so.

Say the sentences given below, one at a time. See that everyone has a turn.

1. "This water feels great!"
2. "I like your airplane. Will it fly?"
3. "Here, kitty. Please come back."
4. "I think I will play in that water, too."
5. "Here comes the mail carrier."
6. "Is that enough water, kids?"
7. "Breaking through the street is hard work!"
8. "Want to buy a newspaper?"
9. "This is a big sign to paint!"
10. "Don't fall off!"
11. "I hope your wing is not broken."
12. "Who wants to buy some popcorn?"
13. "Look how high in the air we are already!"
14. "I wish I didn't have to stay in this cage on such a nice day."
15. "I think the fire is out now."
16. "It's too hot to work today."
17. "My finger tastes salty from that popcorn."
18. "It's so hot today that I had to turn on the fan."
19. "I wish I could have a drink of that water."
20. "Let's go around once more!"



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: classifying groups of four words

Gather the children around you and say:

I am going to say four words. Tell me one word or phrase that describes all four.

Use the sets of words listed below. Help as necessary, and give everyone a turn.

1. cow, cat, horse, chick (animals)
2. blouse, raincoat, socks, jeans (clothes)
3. balloon, dolls, slide, top (toys)
4. cake, popcorn, rice, ham (foods)
5. clown, teacher, police officer, farmer (people)
6. apple, grapes, strawberries, oranges (fruit)
7. truck, train, rowboat, car (vehicles)
8. red, blue, yellow, green (colors)
9. potato, onion, pumpkin, carrots (vegetables)
10. saucer, plate, baking dish, cup (dishes)

VARIATIONS: To make the activity *easier*, reduce the number of words in a set. To make it *harder*, let the children take turns making up lists for the group to classify.

2. Focus: brainstorming descriptions of people, animals, clothes, toys, foods, vehicles, and colors

Say:

Let's think as fast as we can. I will say a word like cow. When I point to you, use a sentence to tell us something about a cow. Everyone will have a turn. Please tell something no one else has.

Use words from the list in Activity 1. Continue with a word until the children run out of ideas; then move to another word. Increase interest by keeping the pace rapid.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: listening to pairs of *short words*, and identifying the resulting *compound words*

Say:

Let's play a listening game. You will hear two short words. I want you to figure out what long word is made when the two short words are put together.

Ask two children to stand beside you as helpers. Whisper to each child one of the two short words of a compound word. For example, you might whisper the word *bird* to the first child and *bath* to the second. The two children are to say their words in turn. The group then names the compound word (*birdbath*) and discusses its meaning. Continue with other pairs of children, using words like these:

- | | |
|---------------|----------------|
| 1. barnyard | 11. herself |
| 2. lighthouse | 12. wagonload |
| 3. windmill | 13. typewriter |
| 4. newspaper | 14. sunshine |
| 5. fireworks | 15. birthday |
| 6. wallpaper | 16. cowboy |
| 7. battleship | 17. rainbow |
| 8. schoolgirl | 18. seaside |
| 9. handbag | 19. snowman |
| 10. somewhere | 20. scarecrow |

2. Focus: listening to compound words, reversing the order of *short words* to make silly compound words, and then using the new words in sentences

Say:

It might be fun to say our big words backwards. The new words will usually sound silly. Let's start with the word *barnyard*. What two words make that word? (Pause) Yes, the two words are *barn* and *yard*. Listen while I say *barnyard* backwards: *yardbarn*. Let's all say *yardbarn* and *barnyard*.

Have the children do so several times. When they can easily reverse the order of the two component words, continue:

Now let's use the funny word *yardbarn* in sentences. I will say the first sentence: "I walked to the yardbarn, and I saw some pigs."

Call on several children to make up sentences with *yardbarn*. Continue in this way with other words from the list in Activity 1. Try to give everyone at least one turn. Encourage the children to help one another and to have fun. Comment on imaginative efforts.

VARIATION: To make the activity *harder*, have the children discuss whether each new compound word is silly, or sensible.



Materials

ACTIVITY 1

Fruits & Vegetables
All

P. Mooney Bag

ACTIVITY 2

Fruits & Vegetables
All

1. Focus: naming fruits and vegetables from memory

Wear the P. Mooney bag and say:

Let's play a remembering game. I will show you four fruits and vegetables. Then while you cover your eyes, I will put one of the four items into the bag. You are to tell me which fruit or vegetable is missing. To help you remember, you may whisper the names of the fruits and vegetables to yourself as you look at them.

Show each group of four fruits and vegetables for 10 to 15 seconds. Call on individuals to name the missing item.

VARIATIONS: To make the activity *harder*, hide two of the four items and/or display more than four items at once. To make it *easier*, show two or three items at once and hide only one.

2. Focus: naming fruits and vegetables in a counting chant

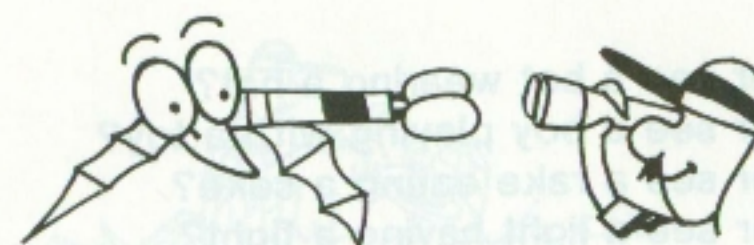
Give each child a fruit or vegetable, keeping the potato for yourself. Stand facing the group, and hold up the potato. Lead the children in saying the following chant several times:

**One potato, two potatoes,
Three potatoes, four;
Five potatoes, six potatoes,
Seven potatoes, more.**

Then have the children take turns holding up an item for the group to name in the chant:

**One (banana), two (bananas),
Three (bananas), four;
Five (bananas), six (bananas),
Seven (bananas), more.**

Make sure everyone has a turn.



Materials

ACTIVITY 1

Cards
Stories
451-462 (optional)
463

Display Board (optional)
6 ledges (optional)

ACTIVITY 2

Sound Book 1
Page 8

Teacher provides
Record player

None

1. Focus: listening to the story "P. Mooney and the Gasless Goose," and answering questions

Show card 463 and ask:

Who is this? (Pause) Yes, it is P. Mooney's friend Gasless Goose. Let's listen to his story again. Then we will talk about what happened in the story.

Play the story without showing the cards. Then lead a discussion with questions like these:

1. What did P. Mooney see through his green goggles?
2. What did Gasless Goose look like?
3. What problem did Gasless Goose have?
4. How did P. Mooney help Gasless Goose?

VARIATION: To make the activity *easier*, show the 13 story cards as the story is narrated, and display them in sequence during the discussion.

2. Focus: evaluating and answering real and absurd questions containing rhyming words, and then making up more questions

Say:

The story of Gasless Goose has many words that rhyme. Let's make up some questions using rhyming words. I will make up the first one: Did you ever see a *boat* wearing a *coat*?

The group is to respond by saying heartily, "No! I never saw a *boat* wearing a *coat*!" Continue in this way with these questions:

1. Did you ever see a spoon flying to the moon?
2. Did you ever see a mouse sneaking around a house?

3. Did you ever see a bat wearing a hat?
4. Did you ever see a boy playing with a toy?
5. Did you ever see a rake eating a cake?
6. Did you ever see a light having a fight?
7. Did you ever see a fish lying in a dish?
8. Did you ever see a dog running on a log?
9. Did you ever see money eating honey?
10. Did you ever see a cot being cooked in a pot?
11. Did you ever see a pony eating bologna?
12. Did you ever hear an alligator say, "See you later"?

Repeat the questions, calling on children to name the two rhyming words in each.

OPTIONAL: Continue by having the children make up their own absurd rhyming questions.

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Materials

ACTIVITY 1

Cards
People
222

ACTIVITY 2

Cards
People
(same as for Activity 1)

1. Focus: imagining and talking about what might make someone angry

Show card 222 and ask:

How do you think this boy feels?

When the children have discussed how angry the boy seems, continue:

**Let's think about what might have made this boy feel angry.
We will take turns telling stories about what angered him.**

Accept all responses. Stress the use of sentences. Summarize each story for the children, in order to show your acceptance of their attitudes towards anger.

2. Focus: talking about feeling angry

Show card 222 and say:

Now let's talk about what makes us angry.

Let the children take turns talking about situations, people, or events which anger them. If necessary, ask questions to draw out the children. Be non-judgmental about their feelings.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Toys

226-266

1. Focus: completing statements which involve analogous reasoning about the functions of body parts

Say:

Today let's think about what our bodies can do. I will say part of a sentence about body parts; please finish the sentence for me.

Pause for the children to complete each of these statements:

1. We see with our eyes; we hear with our _____. (ears)
2. We smell with our nose; we taste with our _____. (tongue or mouth)
3. We reach with our arms; we jump with our _____. (legs)
4. We have ten toes on our feet; we have ten fingers on our _____. (hands)
5. We listen with our ears; we watch with our _____. (eyes)
6. We draw with our hands; we dance with our _____. (feet)
7. We talk through our mouth; we sneeze through our _____. (nose)
8. We blink with our eyes; we clap with our _____. (hands)
9. We snap with our fingers; we lick with our _____. (tongue)
10. We scratch with our fingers; we sniff with our _____. (nose)
11. We whistle with our lips; we tap with our _____. (fingers or toes)

Repeat the statements in reverse order, like this: "We hear with our ears; we see with our _____. (eyes)." Have the children complete each one in unison.

2. Focus: talking about the importance of vision and hearing, and then describing a toy to an imaginary friend who is blind

Say:

Our eyes and ears are very important to us. Why?

Lead the children in talking about the importance of sight and hearing. Give each child a toy card. Then continue:

Now let's pretend that you each have a friend who cannot see; your friend is completely blind. You want to tell your friend about your new toy. When I call on you, try to describe the toy very well, so your friend can imagine what it is like.

Let the children take turns describing their toy pictures. Help as necessary.

OPTIONAL: Have the group close their eyes as they listen, and ask them to identify the toy being described.



Materials

ACTIVITY 1

Cards
Animals
1-38

Display Board
6 ledges

ACTIVITY 2

Cards
Animals
(same as for Activity 1)

1. **Focus: classifying animals by their ability to make sound, and then comparing loudness of sounds made by pairs of animals**

Display animal cards 1 through 13. Stack the remaining cards in order.

Point to the cards on display and say:

Let's look at these cards and find the animals that do *not* make sounds loud enough for us to hear.

When the children have named the two "soundless" animals (beetle and butterfly), remove the 13 cards from the board. Continue as before with two other groups of 13 and 12 cards, respectively. The following "soundless" animals should be identified:

- | | | |
|----------------|----------------|------------|
| 1. 4•beetle | 3. 19•goldfish | 5. 38•worm |
| 2. 6•butterfly | 4. 33•spider | |

Remove the five pictures from the board. Then say:

Let's play a comparing game. I will show you pictures of two animals. Tell me which animal makes the louder sound.

Display cards 1 and 8, and call on a child to name the louder animal in a sentence such as "A bear is louder than a cat." Then ask:

Why is a bear louder than a cat?

Encourage discussion. Continue with other pairs of cards.

2. **Focus: naming animals in a number chant**

Give each child an animal card. Hold a card yourself. Say:

Now let's say a chant about the animals shown on your cards. I will go through it for you the first time. Then we will say it together.

Show your card as you say this rhyme:

**One, two, three, four, five;
Once I caught a (goat) alive.
Six, seven, eight, nine, ten;
Then I let him go again.**

Invite the children to join you in saying the rhyme again. Then let each child in turn lead the group in chanting the rhyme about his or her animal.



Materials

ACTIVITY 1

Teacher provides
Wet towel (optional)
Wire hanger (optional)

ACTIVITY 2

Cards
Music
335

Sound Book 2
Page 6, band 1

Teacher provides
Record player

1. Focus: talking about body parts that can twist and bend, and then imitating the actions

Say:

Today let's talk about bending and twisting our bodies, and do the actions. Let's start with bending. What body parts can bend? Name one that can, and show us how it bends, (Melissa).

Lead the children in identifying and bending these jointed body parts:

- | | | |
|-----------|------------|--------------|
| 1. ankles | 4. fingers | 7. shoulders |
| 2. back | 5. knees | 8. toes |
| 3. elbows | 6. neck | 9. wrists |

Continue with a discussion and demonstration of body parts that can twist. Help the children discover which body parts can both twist and bend:

- | | |
|-----------------------------------|-----------|
| 1. ankles | 3. elbows |
| 2. back, including waist and hips | 4. neck |
| | 5. wrist |

VARIATION: To make the activity easier, illustrate *twisting* by wringing a wet towel. Illustrate *bending* by bending a wire clothes hanger.

2. Focus: bending and twisting to the music "Rhythm Walk," and then describing the actions

Say:

Let's bend and twist as we listen to "Rhythm Walk."

Play band 1, and lead the children in bending and twisting their bodies to the music. Repeat the recording as interest dictates. Call on children to describe their actions in sentences.



Materials

ACTIVITY 1

Cards
People

200	207	210	216
201	208	212	217
203	209	213	218
206			

Display Board
6 ledges

Teacher provides
Blank cassette (optional)
Tape recorder (optional)

ACTIVITY 2

Cards
People
(same as for Activity 1)

Display Board
6 ledges

1. Focus: describing the work people do, and telling stories about people who work

Display the 13 people cards on the board.

Point to the board and say:

Let's name these workers and tell what kind of work each one does.

When the children have done so, continue:

Now let's take turns making up stories about these people.

Let the children take turns selecting a card and telling a story about that worker. Cards may be chosen more than once. Give everyone a turn, and accept all responses. Stress the use of sentences. Help as necessary by asking questions.

OPTIONAL: Record the stories and play them back at the end of the activity. Have the children identify the speaker and the card being discussed.

2. Focus: describing people from memory

Say:

Now let's play a remembering game. While I count to 10, look at all these cards. (Point) When I say "10," I will turn one over and ask you to describe the person on it. Tell me about the person's work, appearance, and clothes. Let's start!

Have several children each name one or two things about the card you turn over. When its main characteristics have been identified, continue with other cards. Continue until all the cards have been described and everyone has participated.

VARIATION: To make the activity *harder*, have the children close their eyes while you turn over each picture.

OPTIONAL: Let the children take turns counting to 10 and turning over cards.



Materials

ACTIVITY 1

Cards
Stories
400 403 404 418
401

Display Board
4 ledges

ACTIVITY 2

Sound Book 1
Page 5

None

Teacher provides
Record player

1. Focus: listening to the story "P. Mooney, Ophelia, and the Where-Bear," and then summarizing the story

Set up the board with ledges, and display the five story cards in order, picture sides hidden.

Say:

Let's listen again to the story of how P. Mooney helped Ophelia solve her problem. Listen closely, so you will be able to summarize the story. To *summarize* means to tell in a few sentences what happened.

Play the story without showing the cards. Then say:

Now let's try to say what the story was about without telling all of it. I will go first.

Summarize the story in five sentences, like this:

1. P. Mooney met a little girl named Ophelia, who had a problem.
2. Ophelia got lost because she never knew where she was.
3. P. Mooney solved her problem by giving her a Where-Bear.
4. The Where-Bear knew all directions and could take Ophelia anywhere.
5. The Where-Bear made Ophelia happy by taking her home, where she wanted to be.

Now turn over the cards on the board, picture sides showing, and say:

Now let's practice summarizing the story. These cards will help you remember what happened.

Let several children each describe the action shown on the first card in no more than two sentences. Then continue with the other cards in turn until each has been described and everyone has participated.

2. Focus: following directions using positional words

With the children standing, say:

Let's play a following-directions game. I will give you directions about where to stand in a line. Listen carefully. You may go first and start the line, (Isaac). Stand in back of (Isaac), (Joanna).

Then continue with similar directions, using one of these words or phrases in each: *between, in front of, in back of, beside*. When everyone is in line, continue with directions like these:

1. **Jump to the back, (boys).**
2. **Jump to the side, (everyone).**
3. **Jump to the front, (girls).**

Continue as time permits.



Materials

ACTIVITY 1

Color Chips
All
Container

ACTIVITY 2

Color Chips
All
Container

1. Focus: talking about rainbows, and then making a color chip rainbow

Say:

Let's talk about rainbows. What does a rainbow look like?

Call on children to describe a rainbow. Next, have them tell about times they have seen rainbows. Then continue:

Now let's make a rainbow out of color chips.

Place the container of chips on the floor in front of the children. Have them find and link all the red chips. Arrange the completed chain in an arc on the floor to form the first color band of the rainbow. Repeat this process with the following colors in this sequence: orange, yellow, green, and blue. Once the color chip rainbow is complete, you may wish to ask:

What makes a real rainbow appear in the sky?

Call for responses. If the children are curious, explain that a rainbow occurs when the sun shines brightly through tiny raindrops left hanging in the air. These raindrops act as prisms to separate white light into the colors of the rainbow.

2. Focus: talking about what one would buy with the pot of gold at the end of the rainbow

Leave the color chip rainbow from Activity 1 on the floor.

Say:

An old story says that there is a pot of gold at the end of the rainbow. Do you think there really is a pot full of gold where the rainbow ends?

After the discussion, continue:

Let's pretend that there is a pot of gold at the end of the rainbow. In the pot is enough gold to buy anything we want. Let's take turns telling what we would buy with the rainbow's pot of gold.

Have the children answer in sentences. Accept all responses.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Clothing

42 43 58 65

Music

325

Display Board

1 ledge

Sound Book 2

Page 1, band 3

Teacher provides

Record player

1. Focus: thinking and talking about clothes appropriate to various activities

Say:

Today let's pretend that we have to get dressed for many different activities. What clothes would we wear to go swimming?

When several children have answered in sentences, ask:

What kinds of things might we take along when we go swimming?

After the discussion, continue by asking the above questions about activities like these:

1. going to school in fine weather
2. walking home from school in the rain
3. going to bed
4. going to a birthday party
5. playing outside on a cold day
6. playing outside on a hot day
7. going on a picnic
8. riding a horse
9. going camping
10. playing baseball
11. going to a dancing lesson
12. going on an airplane to visit someone in a city far away

2. Focus: evaluating and correcting the use of *is* and *are* in sentences, and then singing "The Is-Are Song"

Say:

Let's play a listening game. I will say a sentence two ways.
Please tell me which way is right. Listen carefully!

Stress the plural subject and the verb as you say each of these sentences:

Three *shirts is* in the washer.
Three *shirts are* in the washer.

Then ask the children to name the correct sentence. Help if necessary. Continue as above with the sentence pairs listed below. Make sure the less able children participate.

1. The *cap is* on the boy. The *cap are* on the boy.
2. The *coats is* on the hanger. The *coats are* on the hanger.
3. The *sweaters is* in the suitcase. The *sweaters are* in the suitcase.
4. The *snowsuit is* on the skier. The *snowsuit are* on the skier.
5. The *swimsuit is* on the diver. The *swimsuit are* on the diver.
6. The *shoes is* dirty. The *shoes are* dirty.
7. My *slip is* lost. My *slip are* lost.
8. The *boots is* wet. The *boots are* wet.
9. The *purses is* leather. The *purses are* leather.
10. My *jacket is* missing. My *jacket are* missing.

End by displaying clothing cards 42, 43, 58, and 65 in order. Play band 3 (instrumental version) and refer to the music card as you lead the children in singing the four verses given below. After each, have the children point to show you where they would wear the item. Also call on a child to answer the song's question in a sentence like "You put (boots) on my (feet)."

1. Boot is one; boots are two.
Where would I put some boots on you?
2. Cap is one; caps are two.
Where would I put a cap on you?
3. Shirt is one; shirts are two.
Where would I put a shirt on you?
4. Sock is one; socks are two.
Where would I put some socks on you?



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 6

ACTIVITY 2

Sound Book 3
Page 12, band 3

Teacher provides
Record player

Display Board
4 ledges

Poster 6

1. Focus: classifying things that can make sounds on the poster "Town in Fall," and then identifying each of the "Sounds of the Town in Fall"

Use the ledges to display the poster on the board.

Point to the poster and say:

Let's look at this poster of a town in fall, and find all the things that can make sounds.

Have the children take turns naming an item that can make sounds. If you wish, have them imitate the sound or tell what the people might be saying. Then continue:

Now let's listen to the poster sound effects. As you listen, look at the poster and try to figure out what could make each sound. Then I will play the sounds again and let you take turns naming them and pointing to the poster items.

After playing band 3, repeat it several times, pausing to allow children to name and point out sources of sounds. Helping as needed, continue until all the sounds have been identified.

2. Focus: playing the game What Would Happen If. . . ? about the poster "Town in Fall"

Say:

Let's play a game called What Would Happen If. . . ? Please look at P. Mooney in the hot-air balloon. (Pause) What do you think would happen if a small hole appeared in the balloon?

Call on children to describe the outcome of this situation. Encourage full discussion and accept all responses. Continue in this way with these imaginary situations:

What do you think would happen if . . .

1. a tire on the fruit-and-vegetable truck blew out?
2. the cat suddenly stopped, turned around, put up his back and hissed, and then chased the dog?
3. the painter on the ladder dropped his white paint?
4. the small plane swooped down and flew very low over the street?
5. the man's wheelchair had a big motor and could move very fast?
6. a big leak appeared in the water tank?
7. the telephone in the booth rang?
8. the girl on the tricycle ran into the blind person's seeing-eye dog?

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Materials

ACTIVITY 1

Cards
Vehicles
267-283
P. Mooney Bag

ACTIVITY 2

Cards
Pictures from Several
Categories
94-103
267-283*
Numerals & Color Shapes
284-293
P. Mooney Bag
P. Mooney Stick

1. Focus: identifying vehicles from descriptions given by other children

Put the 17 vehicle cards into the bag.

Wear the bag, and have the children sit in a circle. Stand behind a child, take a card from the bag, hold the card over the child's head, and say:

Heavy, heavy hangs a card over your head. It is a picture of something in which we can travel. Try to guess what it is from clues we will give you.

Call on other children to describe the pictured vehicle while the child guesses. If necessary, add clues until the right vehicle is named. Then give the child the card to hold. Continue in this way with other children until all cards have been identified and everyone has had a turn.

2. Focus: following directions that stress counting from one to five

Select enough of the food, numeral, and vehicle cards to have one per child, with about an equal number from each category. Mix the cards and put them into the bag.

Wearing the bag, hold the stick and have the children stand in a semicircle. Say:

Now let's play a following-directions game. As each of you takes a card from the bag, the P. Mooney stick will turn you into whatever you are holding — a food, a numeral, or a vehicle. Then I will give directions. Do only what I tell your group to do.

As each child takes a card from the bag, wave the stick over her or his head and chant:

**Mooney Magic, do a trick;
Make a (food), P. Mooney Stick!**

Continue in this way until everyone has been "transformed." Then say:

Now look at your card and remember what you are as I give directions.

Give directions like these:

1. All *foods*, jump three times.
2. All *numerals*, hop two times.
3. All *vehicles*, bend down and touch your toes one time.

Continue with other commands that call for performing an action from one to five times. End by saying:

All foods, numerals, and vehicles, please sit down.

Then wave the stick over everyone and chant:

**Eenie, Mooney,
Macaroony!
Now let's be
You and me!**



Materials

ACTIVITY 1

None

ACTIVITY 2

Puppets
P. Mooney

1. Focus: talking about words that sound the same but have different meanings, and making up sentences using the words

Say:

Today we are going to talk about words that sound the same but have different meanings. Listen to these two sentences and find the word that is the same in each one.

1. "A dog saw a squirrel and began to *bark* loudly."
2. "The squirrel ran up a tree, digging its toes into the tree's *bark*."

If necessary, repeat the two sentences until the children name the word *bark*. Then call on children to give the two meanings of *bark*, helping as necessary. Continue with the list given below. In each case, after discussing the two meanings of each word, have the children make up sentences that illustrate each meaning.

- | | |
|-------------------|-----------------|
| 1. clothes, close | 4. chest, chest |
| 2. bat, bat | 5. blue, blew |
| 3. bear, bare | 6. back, back |

2. Focus: following directions that stress positional words in the game P. Mooney Says

With the children standing in front of you, put P. Mooney on your hand and have him say:

Let's play the game P. Mooney Says. Please show me your thumbs. (Pause) All right. Now listen carefully. I will tell you where to point your thumbs, but *move* only if I first say "P. Mooney says."

Have the puppet omit "P. Mooney says" about half the time as he gives these commands:

- P. Mooney says . . .**
1. Point your thumbs up.
 2. Point your thumbs down.

3. Point your thumbs to the side.
4. Point your thumbs to the back.
5. Point your thumbs to the front.

If the children are doing well, increase the pace to keep the game lively and to increase the level of difficulty. Continue as time permits.

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Materials

ACTIVITY 1

Fruits & Vegetables
All

ACTIVITY 2

Fruits & Vegetables
All

1. Focus: classifying fruits and vegetables by various characteristics, and then describing and counting the items in each group

Have the children sit before you in a semicircle. Place the fruits and vegetables on the floor in front of them. Say:

Let's see how many ways we can group the fruits and vegetables. First, let's find all the fruits and vegetables that are yellow.

Have the children take turns doing so. As each yellow item is named, have it set aside as part of a separate group. Then call on children to answer these questions about the yellow group:

1. How many things are in this group?
2. What are their names?
3. How many fruits are in this group?
4. How many vegetables are in this group?
5. Are any of these things the same? What are they? How many are there of each?
6. There is one thing that is the same about everything in this group. What is it?

Continue as above with these groupings:

- | | |
|----------------------|--|
| 1. all orange things | 5. all round things |
| 2. all red things | 6. all long things |
| 3. all fruits | 7. all things not red, orange, or yellow |
| 4. all vegetables | |

2. Focus: brainstorming foods smaller or larger than the fruits and vegetables

Leave the fruits and vegetables from Activity 1 on the floor.

Say:

Let's think of foods that are *smaller* than these fruits and vegetables. Name them as fast as you can!

Afterwards, ask the children to name foods *larger* than the fruits and vegetables.

OPTIONAL: Keep tallies on the board for each category, and have the children compare the results.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
333

Sound Book 2
Page 4, bands 1 & 3

Teacher provides
Record player

1. Focus: identifying loud and soft sounds while stressing *first* and *second*

Have one child stand before the group. Say:

Let's play a listening game. While you have your eyes closed, (Bernard) will make a loud sound and a soft sound. I will ask everyone whether the *first* sound was *loud* or *soft*. Then I will ask whether the *second* sound was *loud* or *soft*.

If the child cannot think of a sound to make, suggest one like clapping hands. When the class has identified the soft and loud sounds, call on someone to demonstrate how the sounds were made. Continue with other children, varying the order of loud and soft sounds. Try to give everyone a chance to perform, allowing them to move around the room to make such sounds as closing a drawer.

2. Focus: singing the song "Make A Sound" while stressing *loud* and *soft*

Hold the music card and say:

We can use our voices to sing both *loudly* and *softly*. Now let's sing "Make A Sound." Please sing along with me.

Play band 1 and refer to the music card as you lead the children in singing the four verses. Using band 3 (instrumental version), repeat the song as time and interest suggest. Each time the song is repeated, have one or more children lead the group.



Materials

ACTIVITY 1

Color Chips
All

P. Mooney Bag

Puppets
P. Mooney
Zoey
All 3 hats

ACTIVITY 2

None

1. **Focus:** matching color chips to colors of P. Mooney's and Zoey's clothes in a following-directions activity, counting chips, and then remembering and naming colors of the puppets' clothes

Place the puppets where the children can easily see them. Put the chips into the bag.

Have each child take five chips, all different colors, from the bag. Say:

Let's use our chips to play a following-directions game. Look at P. Mooney and Zoey. (Point) If you have a chip the same color as P. Mooney's bag, stand up.

When these children are standing, say:

Yes, P. Mooney's bag is orange. Now let's count the people who have orange chips.

Lead the children in counting aloud as you touch each standing child. Then say:

(Seven) people have orange chips.

Then have the children put their orange chips back into the bag. Continue as above, calling for children with chips that are . . .

1. the color of the buttons on Zoey's shoes. (white)
2. the color of the bottom stripe on P. Mooney's hat. (red)
3. the color of P. Mooney's moustache. (brown)
4. the color of Zoey's coat. (yellow)
5. the color of the bill of P. Mooney's hat. (blue)
6. the color of Zoey's thinking hat. (green)
7. the color of Zoey's safety pin. (black)

When all the chips have been put back into the bag, hide the puppets and say:

Let's see if you can remember the colors of P. Mooney's and Zoey's clothes.

The children should answer these questions in unison:

1. What colors are the stripes in P. Mooney's shirt? (red and blue)
2. What color is Zoey's discovery hat? (brown)
3. What color are Zoey's shoes? (black)
4. What color is P. Mooney's bag? (orange)
5. What color is P. Mooney's hat? (red and blue)
6. What color are the letters on P. Mooney's bag? (black)
7. What color is Zoey's coat? (yellow)
8. What color are the buttons on Zoey's shoes? (white)
9. What color is Zoey's thinking hat? (green)
10. What color is P. Mooney's moustache? (brown)
11. What color is Zoey's action hat? (red)
12. What color are P. Mooney's eyes? (he has no eyes)

2. **Focus:** talking about favorite colors

Have the children discuss their favorite colors. Each child should name a favorite color and tell why she or he particularly likes it.

Keep in Mind . . .

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.





Materials

ACTIVITY 1

Display Board

Magnetic Shapes

5 large circles
5 large rectangles
5 large squares
5 large triangles

ACTIVITY 2

None

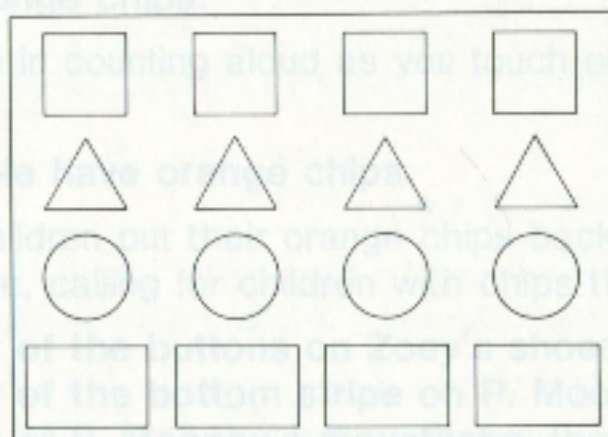
1. Focus: classifying magnetic shapes by color, counting them, and then naming them from memory

Set up the board and arrange the five squares along the top. Place the remaining 15 shapes in the lower part of the board.

Say:

Today let's sort our shapes by color. Find a triangle that is the same color as the first square, (Oraleo). (Point to square on far left, and pause) Now put the triangle right under the square.

Have four children each place one of the remaining triangles under the square of the same color. Continue with the circles and the rectangles until all the shapes are arranged like this:



Lead the children in counting each line of shapes, saying, "One (square), two (squares), three (squares), etc." Then ask:

How many shapes of each kind do we have? (Pause) Yes, that is right. We have five squares, five triangles, five circles, and five rectangles. Now let's count the shapes by color.

Going from top to bottom, point to each shape in a column as you lead the children in saying, "One (red) shape, two (red) shapes, three (red) shapes, four (red) shapes." Have them tell you how many colors are in each column. Then say:

Now let's play a remembering game. Cover your eyes while I take a shape off the board. (Do this) Now look and see if you can tell which shape is missing.

Call on a child to identify the missing shape by both shape and color. Then put it back onto the board. If necessary, help by pointing to and naming the shapes and colors in the line from which the shape was removed. Each time, ask the child who names a shape to tell how the choice was made. Continue until everyone has identified a missing shape.

OPTIONAL: Let the children take turns removing a shape for others to identify.

2. Focus: talking about the shape of boxes, and then brainstorming things that can be made from boxes

Ask:

What shape are most boxes?

When the children have told you that boxes are usually square or rectangular, ask:

What are some of the things you could make with a very large box?

Call on children to answer. If necessary, suggest making such items as these:

- | | | |
|------------|-----------|----------------------|
| 1. a cave | 4. a fort | 7. a house for a pet |
| 2. a house | 5. a drum | |
| 3. a store | 6. a mask | |



Materials

ACTIVITY 1

Cards
People
225

ACTIVITY 2

Cards
People
(same as for Activity 1)

1. Focus: talking about being surprised

Show card 225 and ask:

How do you think this boy feels?

Encourage discussion. If no one says that the boy seems surprised, suggest this. Then continue:

Try to remember something that happened which surprised you.

Encourage each child to use sentences while telling about being surprised. Accept all responses.

2. Focus: imagining and talking about what might surprise someone

Show card 225 again and say:

Pretend that this boy is a friend of yours. Imagine that you did or said something that made him look like this. Tell us how you surprised him.

Let the children take turns describing their surprises for the boy in the picture.



Materials

ACTIVITY 1

Cards
Household Items
155 163 175 183
158 171 176 190
160 174 178 191

ACTIVITY 2

None

1. Focus: listening to the poem "The Lost Turtle," and completing lines with rhyming words

Stack the 12 household cards in this order: 155, 158, 176, 191, 190, 171, 160, 183, 163, 174, 175, and 178.

Hold the stacked cards and say:

Today you are going to help me with a poem about a lost turtle. Listen carefully and say the rhyming word when I hold up a card.

Read the poem given below, pausing for the children to finish the line in unison as you hold up the correct card.

**Where, oh, where did the turtle go?
We'll have to search for him high and low.**

**Let's look under the bed in my room;
Maybe I swept him there with the (show card 155) *broom*.**

**He must be here in the house somewhere.
Maybe he's hiding under a (show card 158) *chair*.**

**Where would a turtle want to go?
Maybe he's stuck in the (show card 176) *radio*.**

**Where to look next is such a decision!
Is he behind the (show card 191) *television*?**

**Poor little turtle; he's all alone!
Could he be under the (show card 190) *telephone*?**

**Is he lost in the basement cold and damp?
Or is he hiding behind that (show card 171) *lamp*?**

**If he wanted to hear "tick-tock, tick-tock,"
He might have crawled behind this (show card 160) *clock*.**

**I really don't know what to think;
Maybe he fell down into the (show card 183) *sink*.**

Maybe he tried to climb 'way up,
And tumbled down inside a (show card 163) *cup*.

See if he's hiding on top of a can;
While you look there, I'll look in this (show card 174) *pan*.

Oh, dear me, it's getting late.
We still have to look under every (show card 175) *plate*.

I know we'll find him sooner or later.
Oh, look! He's in the (show card 178) *refrigerator*!

Repeat the rhyme, having the children finish the lines. Do not show the cards again unless the children cannot remember the rhyming words.

2. Focus: talking about being lost and what to do when lost

Ask:

Have any of you ever been lost? Let's talk about what it's like to be lost. If you have ever been lost, please raise your hand.

Call on children to tell about how they got lost and how it felt. After the discussion, say:

Now let's talk about what you would do if you were lost.

Each child should tell one thing to do, saying, "If I were lost, I would (ask a policeman for help)." Accept all responses, but stress the correct things to do.



Materials

ACTIVITY 1

P. Mooney Bag

Puppets
P. Mooney

Teacher provides

Small cards, 3 in. x 5 in.
(7.62 cm x 12.7 cm) or
4 in. x 6 in. (10.16 cm x
15.24 cm), 1 per child,
with a sticker or small
picture pasted on one
side and the child's name
and address printed on
the other side

ACTIVITY 2

Cards
Music
324

Puppets
P. Mooney (optional)

Sound Book 2
Page 1, band 1

Teacher provides
Record player

1. Focus: recognizing one's address when heard, and then describing the picture on a piece of "mail"

Put the small cards into the bag.

Wear the bag and put P. Mooney on your hand. He says:

Hello, everyone! Today let's pretend that I am your mail carrier and my bag is the mailbag. There is a letter in it for each of you. Listen carefully for your name and address.

P. Mooney should pretend to read the address on a card as he asks:

Who lives on (Woodham Road)? I have a letter for someone who lives at (31 Woodham Road).

If the right child does not recognize the address, have the puppet say:

I have a letter for someone whose last name is (Contreres). Whose last name is (Contreres)?

If the last name is not recognized, then have P. Mooney give the first name; however, always proceed in this order:

1. the street address
2. the child's *last* name
3. the child's *first* name

When the right child recognizes an address, have that person use a sentence to tell P. Mooney her or his name and address. If the child finds this too difficult, she or he may respond by saying only, "My name is (Elena Contreres)." Have the puppet give the card to

the child and ask that it be shown to the group and its sticker or picture described. Continue as before with the remaining pieces of "mail."

VARIATION: To make the activity *harder*, add the children's telephone numbers to the cards, and have P. Mooney begin each "delivery" by announcing a telephone number.

2. Focus: describing P. Mooney from memory, and then singing and acting out the song "I'm P. Mooney"

Say:

Suppose P. Mooney were lost. Let's see how well you can describe him to someone looking for him. Raise your hand if you can tell us one thing about how P. Mooney looks.

Have the children take turns telling something in sentences about P. Mooney's appearance. Encourage them to name traits and features not previously mentioned. If they have trouble remembering, ask questions like these:

1. What does P. Mooney wear on his head?
2. What does his face look like?
3. What are his clothes like?
4. What else does he wear?

When everyone has participated, summarize the descriptions. Then stand beside the record player and continue:

Now let's sing and act out P. Mooney's song together.

Lead the children in singing and acting out the song. Repeat as desired.

OPTIONAL: Show the puppet for verification of the children's descriptions.

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Materials

ACTIVITY 1

Cards
Pictures from Several
Categories
1 103 121 150
30 105 127 172
94 107 146

ACTIVITY 2

None

1. Focus: making adjectives from nouns, and then using these words to describe cards

Stack the 11 picture cards in numerical order.

Hold the cards and say:

Let's play a word game. I will tell you something about what is pictured on one of these cards. Then we will change my words a little bit and describe the picture in a new way.
(Show card 1) I can say that this bear has lots of *hair*. Or I can say that this bear is *hairy*. This is a *hairy bear*. Let's say those sentences together.

Lead the children in saying:

This bear has lots of *hair*. This is a *hairy bear*.

Continue as above with the remaining cards, using the following sentence pairs. Pause each time for the children to complete the second sentence.

Show: Say:

1. 30•This rabbit has lots of fur. This is a _____.
(furry rabbit)
2. 94•This bacon has lots of grease. This is _____.
(greasy bacon)
3. 103•This corn on the cob has lots of butter. This is _____.
(buttery corn on the cob)
4. 105•This doughnut has lots of sugar. This is a _____.
(sugary doughnut)
5. 107•This fish has lots of bones. This is a _____.
(bony fish)
6. 121•These pancakes have lots of syrup. These are _____.
(syrupy pancakes)
7. 127•These pretzels have lots of salt. These are _____.
(salty pretzels)

8. 146•This pear has lots of spots. This is a _____.
(spotty pear)
9. 150•These strawberries have lots of seeds. These
are _____. (seedy strawberries)
10. 172•This mop has lots of strings. This is a _____.
(stringy mop)

End by showing each card again and asking, "What kind of (bear) is this?" Have first a child and then the group respond, "This is a (hairy bear)."

VARIATION: To make the activity *easier*, omit the second sentence and ask, "What kind of (bear) is this?" The children should respond, "(Hairy)."

2. Focus: talking about when certain actions would be done, and then identifying the action words in a rhyming activity

Say:

Let's talk about when we might do some actions. First let's think about humming. When do you feel like humming?

Encourage discussion. Then continue as above with these actions:

- | | | |
|------------|-------------|-------------|
| 1. sliding | 3. frowning | 5. sneezing |
| 2. smiling | 4. licking | 6. dancing |

When all the actions have been discussed and everyone has participated, continue by saying:

Now let's play a looking-and-listening game.

Hum for several seconds; then ask:

Am I humming, or am I strumming?

The children should respond, "You are humming; you are *not* strumming." Continue with these actions and questions:

- | | |
|----------------|----------------------------------|
| Action: | Ask: |
| 1. slide | Am I riding, or am I sliding? |
| 2. smile | Am I piling, or am I smiling? |
| 3. frown | Am I frowning, or am I clowning? |
| 4. lick | Am I ticking, or am I licking? |
| 5. sneeze | Am I sneezing, or am I freezing? |
| 6. dance | Am I prancing, or am I dancing? |
| 7. cry | Am I trying, or am I crying? |



Materials

ACTIVITY 1

Cards
People
222 225 (optional)

ACTIVITY 2

Cards
People
222* 223 224 225*

Display Board
2 ledges

1. Focus: evaluating situations and deciding whether each would cause anger or surprise

Say:

I am going to describe some situations for you. Tell me whether you would be surprised or angry if the same thing happened to you. Here's the first one: Suppose you were playing outside in the snow, and you saw someone wearing a bathing suit. Would you feel surprised, or would you feel angry?

Encourage several children to explain why they would feel surprised. Continue with situations like those listed below, asking after each, "Would you feel surprised, or angry?"

1. Suppose a boy knocked you down into a mud puddle and then laughed at you.
2. Suppose your (sister, brother) took one of your toys away from you and would not give it back.
3. Suppose you woke up one morning to find you had grown so tall that your head bumped the ceiling.
4. Suppose you saw a horse roller-skating down the street.
5. Suppose you wanted to watch your favorite television program, but your mother made you go to bed.
6. Suppose you came to school one day and everyone was walking upside-down on the ceiling.
7. Suppose that while you were eating a great big ice-cream cone, a big dog jumped up on you and ate the ice cream.
8. Suppose you saw a baby pushing a big man in a baby carriage.

OPTIONAL: Use the cards to help the children evaluate the situations.

2. Focus: making facial expressions and identifying feelings they express, and then talking about these feelings

Display the four cards on the board.

Point to the board and say:

Let's take turns pretending to feel like one of these children. When it's your turn, try to look sad, happy, angry, or surprised. The rest of us will guess how you are pretending to feel.

Call on each child in turn. When the group has named an emotion, have them ask the child, "Why do you feel (happy)?" The child should answer in a sentence such as "I am (happy) because (my aunt gave me an apple)." Give everyone a turn.

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Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Animals (optional)

1 11 20 27

2 12 21 28

7 13 22 29

8 14 23 31

9 18 24 32

10

1. Focus: brainstorming foods, toys, and animals

Say:

Let's see how fast you can name animals, foods, and toys. I will ask you to name one, two, or three items, so please listen carefully.

Call on children with this request: "Name (three) (animals), (Stan)." Vary the number and item requested, and always put the child's name at the end. Praise good efforts.

OPTIONAL: Tally the three categories on a blackboard, and end by having the children count and discuss the items in each list.

2. Focus: using the names of adult and baby animals to complete sentences that stress *before* and *after*

Say:

Let's play a thinking game about animals. I will tell you the name of a baby animal. When I pause, tell me in unison what animal the baby will grow up to be.

Pause for the group to complete each of the statements listed below:

1. *Before* I grow up, I am called a bear cub. But *after* I grow up, I am called a _____. (bear)
2. *Before* I grow up, I am called a calf. But *after* I grow up, I am called a _____. (cow)
3. *Before* I grow up, I am called a kitten. But *after* I grow up, I am called a _____. (cat)
4. *Before* I grow up, I am called a chick. But *after* I grow up, I am called a _____. (hen, rooster).

5. *Before* I grow up, I am called a colt. But *after* I grow up, I am called a _____. (horse)
6. *Before* I grow up, I am called a puppy. But *after* I grow up, I am called a _____. (dog)
7. *Before* I grow up, I am called a duckling. But *after* I grow up, I am called a _____. (duck)
8. *Before* I grow up, I am called a kid. But *after* I grow up, I am called a _____. (goat)
9. *Before* I grow up, I am called a lamb. But *after* I grow up, I am called a _____. (sheep)
10. *Before* I grow up, I am called a piglet. But *after* I grow up, I am called a _____. (pig)

Repeat the exercise by reversing the two sentences, saying, "After I grow up, I am called a (sheep). But *before* I grow up, I am called a (lamb)."

VARIATIONS: To make the activity *harder*, have individuals respond. To make it *easier*, show the right pair of cards each time.

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Materials

ACTIVITY 1

Display Board
4 ledges

ACTIVITY 2

None

1. Focus: predicting and talking about "what would happen if. . . ?" using the poster "City in Summer"

Use the ledges to display the poster on the board.

Say:

Let's play the game What Would Happen If. . . ? Please find P. Mooney in the picture. (Pause until the children have done so) What do you think would happen if he ate all the popcorn in the wagon?

Call on children to describe in sentences what might happen. Encourage discussion. Continue with the situations listed before, preceding each by asking, "What would happen if . . ."

1. the bird got out of the birdcage?
2. the fire fighter could not turn off the water?
3. someone were in the house which is being knocked down?
4. the house collapsed into the children's playground?
5. the mail carrier delivered all the mail to the wrong people?
6. the laundry hanging on the line fell onto the head of the man sitting on the steps?
7. the boy's airplane landed in the water?
8. the cat jumped onto the dog?
9. the car started to roll away?

2. Focus: listening to groups of three words, and deciding whether they rhyme

Say:

Let's play a rhyming game. I will say groups of three words. Sometimes they will rhyme and sound alike. But sometimes the three words will not rhyme. Listen carefully and tell me in a sentence whether or not the words rhyme.

Use the list below. The children should respond by saying, "Yes, those words rhyme" or "No, those words do *not* rhyme." Have them stress the word *not*. Occasionally let a single child answer.

- | | |
|----------------------|----------------------|
| 1. hat, cat, fat | 10. far, feet, find |
| 2. pan, pie, put | 11. kind, came, cake |
| 3. bed, Ted, fed | 12. take, cake, make |
| 4. hold, cold, horse | 13. see, tree, me |
| 5. take, tool, lake | 14. fan, fake, fire |
| 6. water, wing, wait | 15. hot, not, got |
| 7. hay, may, say | 16. car, far, tar |
| 8. get, let, net | 17. came, cold, keep |
| 9. hill, pill, fill | 18. find, kind, bind |

VARIATION: To make the activity *harder*, either increase the speed of your presentation or add words to each group.



Materials

ACTIVITY 1

Fruits & Vegetables
All

Teacher provides
1 paper bag per child

ACTIVITY 2

Fruits & Vegetables
All

1. Focus: identifying fruits and vegetables from children's descriptions

For each child, place a fruit or a vegetable into a paper bag.

Give each child a bag. Say:

Look at what is in your paper bag, but don't tell anyone what you have.

Each child is to stand before the group and describe the fruit or vegetable without naming it. The other children then take turns guessing the item. When it is correctly identified, the child should show it to the group.

2. Focus: following directions using descriptions of fruits and vegetables while stressing *same* and *different*

Mix all the fruits and vegetables together on the floor in front of the group. Say:

Listen carefully and raise your hand if you can follow my directions.

Give the directions listed below, calling on children to respond. Replace the fruits and vegetables after each turn.

1. Pick up three things that have the same name but are different colors. (three apples)
2. Pick up three things that have the same name and the same color but are three different sizes. (three pears)
3. Pick up one thing that has "eyes." (potato)
4. Pick up three things that have the same name, but one is large and two are small. (three oranges)
5. Pick up three things that have the same name, but two are large and one is small. (three bananas)
6. Pick up one thing that is called an "ear." (corn)
7. Pick up three things that grow under the ground. (carrot, onion, potato)
8. Pick up one thing that rhymes with *potato*. (tomato)

9. Pick up one thing that makes you cry when you peel it.
(onion)
10. Pick up three things of the same color that you must
peel before you can eat them. (three oranges)

If necessary, repeat so that everyone has a turn, or provide more directions.

210



Materials

ACTIVITY 1

None

ACTIVITY 2

P. Mooney Stick

1. Focus: talking about words that sound the same but have different meanings, and making up sentences using the words

Say:

Let's talk about some words that sound the same but have different meanings. Listen to these two sentences. Please find the word that is the same in both:

1. Jenny likes to spin her toy *top*.
The roof is on the *top* of a house.

If necessary, repeat the sentences until the children identify the word *top*. Then call on children to give the two meanings of *top*. Have them make up additional sentences for each meaning.

Continue as above with these statements:

1. She found a big *rock* in the yard.
I will sit in the chair and *rock* the baby.
2. What clothes will you *wear* today?
Can you tell me *where* the pet shop is?
3. My *nose* is red because the sun burnt it yesterday.
Who *knows* how I can make this box into a playhouse?
4. The *bear* was in the woods behind the house.
The water was cold on my *bare* feet.
5. The *duck* was in the barnyard eating grains of wheat.
The man who was cleaning windows told me to *duck* under his ladder so I wouldn't bump my head.

2. Focus: following directions that stress the numbers one to five in a P. Mooney-stick game, and then describing the action while stressing the past tense

Stand with the children. Hold the stick and say:

We are going to play a game with P. Mooney's stick. First, let's practice the rhyme we will say. It goes like this:

(Eve), be nimble; (Eve), be quick;

Jump (three times) over the P. Mooney stick!

Repeat the rhyme until everyone seems familiar with it. Then say:

Now we are ready to play the game. I will put the P. Mooney stick onto the floor. (Do this) Listen carefully for the number of times you are to jump. You may go first, (Eve).

Lead the children in saying the rhyme, inserting a number from one through five. Use the child's name in the rhyme, and have her or him jump over the stick the correct number of times. Then stress the past tense as you lead the class in saying, "(Eve) jumped over the P. Mooney stick (three) times." Continue until everyone has had a turn.

211



Materials

ACTIVITY 1

Cards
Household Items
(optional)

154 167 176 188
158 168 178 189
159 171 182 197
160 172 183 198
162

ACTIVITY 2

None

1. Focus: naming household items to complete sentences which describe their use, and then brainstorming other things that have the same use

Say:

Let's play a naming game. Please finish each sentence I say by naming a household item. Let's try one: We sleep in a (pause for the children to complete) (bed).

Continue:

Now let's think of other things on which we could sleep.

Give hints as necessary until several children have each named an item. Then sum up their suggestions like this:

Yes, we can sleep in a (bed), in a (sleeping bag), on a (cot), on a (sofa), or on the (floor).

Repeat as above with these statements:

1. We can sit in a _____. (chair)
2. We can put clothes into a _____. (chest of drawers)
3. We can tell time with a _____. (clock)
4. Two people can sit on a _____. (couch, sofa)
5. We can drink from a _____. (glass)
6. We can iron clothes with an _____. (iron)
7. When it gets dark, we can turn on a _____. (lamp)
8. We can clean the kitchen floor with a _____. (mop)
9. We can listen to a _____. (radio)
10. We can keep food cold in a _____. (refrigerator)
11. We can wash our hands in a _____. (bathroom sink)
12. We can wash dishes in a _____. (kitchen sink)
13. We can cook on a _____. (stove)

14. We can eat our meals at a _____. (table)
15. We can clean the rugs with a _____. (vacuum cleaner)
16. We can wash our clothes in a _____. (washing machine)

OPTIONAL: Use the cards, but only if the children have trouble completing the sentences.

2. Focus: talking about what one's ideal room would be like and who would be invited into it

Ask:

Have you ever wanted a room all your own, one where you could do whatever you wanted to do, and could see only those people you wanted to see? Let's imagine and talk about what your room would be like, and whom you would invite into it.

Have the children take turns talking about and describing their imagined rooms.



Materials

ACTIVITY 1

Display Board

Magnetic Shapes

Large black square
Medium black square
Small black square
Large black triangle
Medium black triangle
Small black triangle

ACTIVITY 2

None

1. Focus: using squares and triangles to make "houses," and stressing *largest*, *smallest*, and *medium-sized*

Put the six shapes in random order on the lower half of the board.

Say:

Let's use our shapes to make houses, but let's practice first. Which shape could we use for the roof of the largest house we could make? (Pause) That's right; this large triangle could be the roof. Which square would we use to make the rest of the largest house? (Pause) Yes, we would use this large square. (Point to left side of board) Please come and build a house on the board for us here with the *largest* square and triangle, (Piedro). (Pause) Now we have the largest house we can make with our shapes.

Keep the "house" displayed as a frame of reference. Ask two other children to come to the board. Say to the first child:

Make the *smallest* house you can over here. (Point to right side of board)

Say to the second child:

Make the *medium-sized* house here in the middle. (Point)

Help as necessary. Then repeat the procedure with other groups of three children, using the small or medium-sized "house" as the reference from time to time. If feasible, continue until everyone has had at least one turn.

2. Focus: talking about what would happen to one's way of living if the earth were covered with water

Say:

Let's suppose the entire earth were covered with water.
Let's talk about the many ways this would change the way we live.

Lead discussion of the children's ideas. If necessary, suggest topics like these:

1. the clothes we would wear
2. where we would live
3. what we would eat
4. how we would move about

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Materials

ACTIVITY 1

None

ACTIVITY 2

Teacher provides
Blank cassette
Tape recorder

1. Focus: listening to pairs of short words presented in correct and reverse order, and identifying the correct compound word for each

Say:

Let's play a listening game. You will hear two short words.
Try to figure out what long word can be made out of them.

Ask two children to stand on either side of you. Whisper the word *tooth* to the first child and *paste* to the second. The two children are then to say these words in turn to the group. The other children are to name the compound word and discuss its meaning. Continue with other pairs of children, using these words:

- | | |
|---------------|--------------|
| 1. armchair | 6. horseshoe |
| 2. cupcake | 7. rainbow |
| 3. doorstep | 8. shoeshine |
| 4. goldfish | 9. shotgun |
| 5. grapefruit | 10. teaspoon |

OPTIONAL: If your children are able, continue by saying:

Now let's listen to the short words in backwards order. Try to figure out what the long words are. Saying the words backwards will usually sound silly. Let's try one: *paste-tooth*. Say it with me. (Do this) What long word is made out of these two short words? (Pause) Yes; the long word is *toothpaste*.

Continue by having pairs of children present the two short words in reverse order. Call on the group or individuals to name the correct compound word.

2. Focus: listening to compound words and the two short words in each, and then using the short words in sentences

Say:

Let's listen to the long words again. When I call on you, name the two short words and use them in sentences. I will record everyone's sentences and play them back. Then we will guess who was speaking.

Use the word list from Activity 1.

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Materials

ACTIVITY 1

Cards
Animals
1-38

ACTIVITY 2

Cards
Animals
1-38,* 1 for each child

1. Focus: classifying animals by the presence or absence of certain body parts

Arrange the 38 animal cards on the floor or along chalkledges, so they can be seen by the children.

Point to the cards and say:

Look at all these pictures of animals! Some of these animals come *with* certain body parts and others are *without* them. *Without* means they *do not have* those parts. I will name an animal group. Tell me which of these animals belong in that group.

Use the list given below. Each time, help the children select and set aside the cards named for a group. Then point to each of these cards in turn for the children to name in a sentence like "The animals (with wings) are (bees, beetles, etc.)" The same animals may be chosen for several groups, so have the children select from the entire set of animal cards each time.

Find all the animals . . .

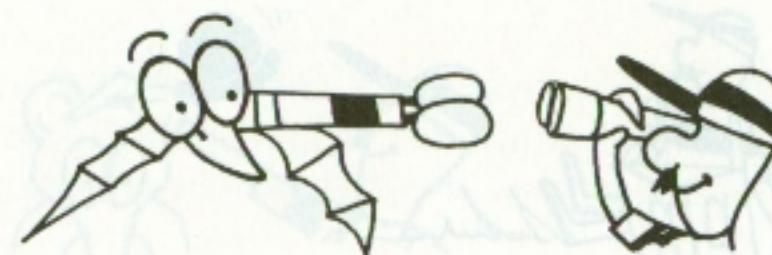
- | | |
|----------------------|-------------------|
| 1. with nails. | 5. with beaks. |
| 2. without feathers. | 6. without wings. |
| 3. without tails. | 7. with hoofs. |
| 4. with scales. | 8. without fur. |

2. Focus: being assigned animal roles, and then following directions in the game Animal Exchange

Have the children stand in a circle around you. Say:

Let's play a game called Animal Exchange! I will give each of you an animal card. Pretend to be that animal. Then I will tell two of you animals to change places. When I say "All animals, exchange," then you may all change places.

Give each child an animal card. During the game, give instructions such as "(Bear) and (cat), change places." Occasionally call out, "All animals, exchange!" Continue as time and interest permit.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: brainstorming animals without legs, and talking about how they move

Ask:

What does the word *without* mean? (Discuss) **Yes, to be *without* means not to have something. Now let's name all the animals we can that are *without* legs.**

Help as necessary by suggesting some of these animals: snakes, worms, and sea animals such as fish, oysters, clams, whales, porpoises, dolphins, sharks, seahorses, seals, and eels.

OPTIONAL: As each animal is named, discuss how it moves.

2. Focus: imagining being without usable legs, and talking about how one would move around without them

Say:

Let's imagine that you were *without* legs that could move. How would you get from one place to another?

Encourage discussion. Then ask:

Do you know anyone who cannot use his or her legs?

Help the children understand the special problems of such a handicapped person.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: evaluating questions, deciding which are silly, and correcting them

Say:

Today I am going to ask you some questions. Some of them are silly and some are sensible. When a question is sensible, answer, "Yes." But if it is silly, tell us why.

Call on individuals to answer each of the questions given below. When an absurd question is identified, ask the child to explain why it is silly.

- | | |
|---------------------------|---------------------------------------|
| 1. Does a bird fly? | 11. Does a coat talk? |
| 2. Does a cat meow? | 12. Does a watch tick? |
| 3. Does a turtle fly? | 13. Does a dress meow? |
| 4. Does an elephant meow? | 14. Does a bed swim? |
| 5. Does a toad jump? | 15. Does an airplane fly? |
| 6. Does a bee buzz? | 16. Do roller skates fly? |
| 7. Does a lion fly? | 17. Does a chair say "gobble-gobble"? |
| 8. Does a goat bark? | 18. Does a radio fly? |
| 9. Does a worm jump? | 19. Does a ball bounce? |
| 10. Do dogs bark? | 20. Does a pig bark? |

2. Focus: talking about places to visit and things to do

Say:

Let's talk about all the places you would like to visit if you were going on a trip.

Let the children talk about their favorite activities on trips. They may tell their own experiences on farms, in the cities, at the lake, on the ocean, etc. End by having the group think about where they would like to go next.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: classifying groups of four words

Say:

I am going to say four words. Try to figure out one word or phrase we could use to describe all four words.

Call on individuals to name the word or phrase classifying each group listed below. Try to give everyone at least one turn.

1. orange, brown, black, white (colors)
2. shoes, jeans, raincoat, socks (clothes)
3. lamb, duck, bear, gerbil (animals)
4. six, three, one, five (numbers)
5. eggs, hot dog, salad, toast (foods)
6. sink, stove, refrigerator, chair (household items)
7. barber, astronaut, nurse, grocer (people, workers)
8. peach, grapes, apple, pear (fruit)
9. airplane, bicycle, truck, police car (vehicles)
10. puzzle, roller skates, ball, robot (toys)
11. triangle, circle, square, rectangle (shapes)
12. corn, lettuce, carrots, beans (vegetables)

VARIATIONS: To make this activity *easier*, reduce the number of words in a set. To make it *harder*, whisper categories to individuals and have them each make up a list of three or four items for the group to classify.

2. Focus: brainstorming descriptions of people, clothes, animals, foods, vehicles, toys, and household items using sentences

Say:

Let's think as fast as we can. I will name an item like *shoes*. When I point to you, tell me something about shoes in a sentence. Tell something no one else has said, and think quickly. Everyone will have a turn.

Use the words from the Activity 1 list, except shapes, colors, and numbers. Continue with the same item until the children run out of ideas. Vary the categories from which items are chosen.

Materials

ACTIVITY 1

None

Materials

ACTIVITY 1

None

1. Focus: sequencing groups of four words and correcting them

Say: I am going to say four words. Try to figure out one word of

which we could use to describe all four words. I say:

Call on individuals to name the word or phrase describing each

group listed below. Try to give everyone at least one turn

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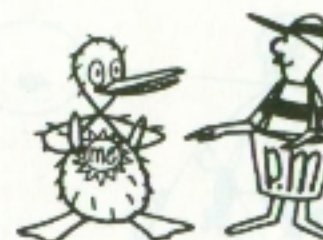
group listed below. Try to give everyone at least one turn

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group listed below. Try to give everyone at least one turn



Materials

ACTIVITY 1

Display Board

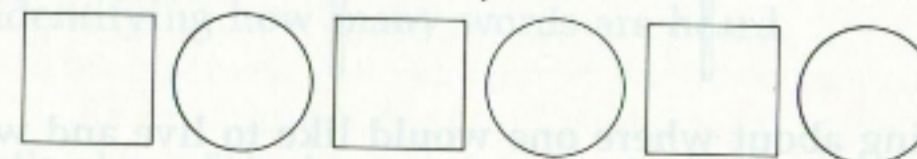
ACTIVITY 2

None

Magnetic Shapes
All

1. Focus: sequencing magnetic shapes to complete a series

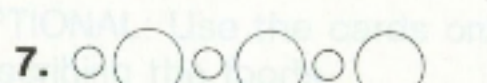
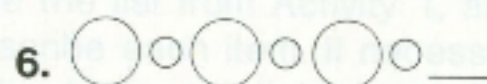
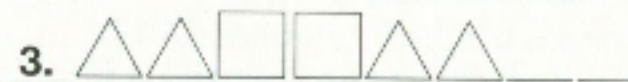
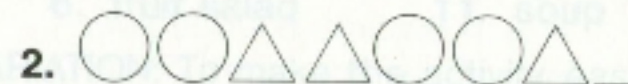
Set up the board and arrange this series of three large squares and three large circles at the top:



Say:

Let's talk about rows of shapes. (Point to shapes on board)
This is a row of squares and circles. Look and tell me which
shape should come next in this row.

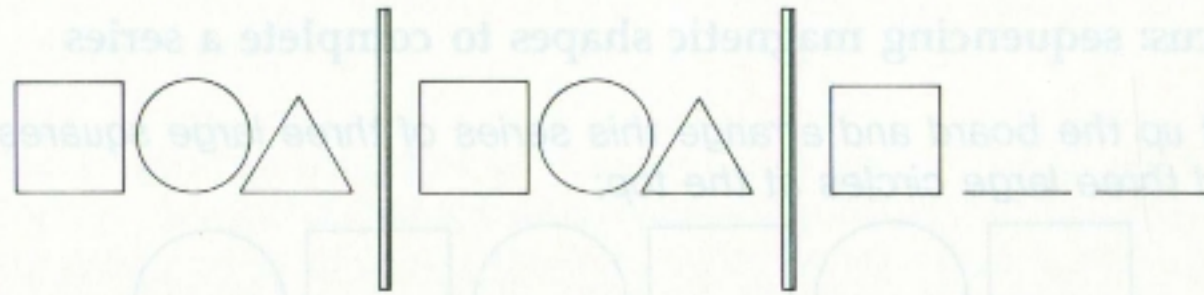
After obtaining a correct response, have the children complete the
series with the rest of the large squares and large circles. Then
have them name the shapes in unison. Continue as above with the
series given below. Be sure to use shapes of the same size unless
otherwise indicated.



8. 
9. 
10. 

If necessary, repeat the series so that everyone has a turn.

VARIATION: To make the activity *easier*, place the ledges vertically to isolate each pattern, like this:



2. Focus: talking about where one would like to live and why

Say:

Let's pretend that you can live anywhere you want. Raise your hand if you are ready to tell us where you would like to live, and why.

If necessary, start by talking about an unusual but interesting living place, like a cave or the moon. Then let the children discuss their choices. Give everyone a turn, and stress the use of sentences.

Encourage and acknowledge imaginative presentations.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Foods (optional)

98 120 129 135

106 122 131 136

117 123 132 137

119 125 134 145

1. Focus: listening to names of foods with one or two words, and identifying how many words are heard

Say:

Let's play a listening game today. I will say the names of some foods you know. Sometimes you will hear one word, and sometimes you will hear two. I will say the names slowly. Please tell me if you hear one word, or two words in each name.

Use the list given below. Pause between each word in double names.

- | | | |
|-----------------|---------------|-------------------|
| 1. orange juice | 7. toast | 12. apple pie |
| 2. cake | 8. soda pop | 13. peanut butter |
| 3. fried eggs | 9. apple | 14. potato chips |
| 4. nuts | 10. chocolate | 15. taco |
| 5. peach | milk | 16. roast turkey |
| 6. fruit salad | 11. soup | |

VARIATION: To make the activity *easier*, pause noticeably between words in foods with double names.

2. Focus: describing foods in sentences

Say:

Now let's describe some foods. Think about (orange juice). Raise your hand if you can tell us something about (orange juice) in a sentence.

Use the list from Activity 1, and call on one or two children to describe each item. If necessary, ask questions about the look, color, taste, smell, texture, etc.

OPTIONAL: Use the cards only if the children have difficulty describing the foods.



Materials

ACTIVITY 1

Display Board

Magnetic Shapes

All circles

All squares

ACTIVITY 2

None

1. Focus: sequencing magnetic shapes to complete a series

Say:

Today we are going to talk some more about how rows of shapes can be arranged so you can tell what comes next.

Look at the order in which I arrange these shapes.

Place two large circles and two large squares across the board from left to right in a row, like this:



Point to the row and say:

This row of shapes is called a **series**. Let's name the shapes in this series.

Moving left to right, point to each shape as it is named by the group. Then say:

When we put shapes into a series like this, we can tell which one should come next. Should a **circle**, or a **square** come next? (Pause) Yes, the next shape should be a circle.

As necessary, provide further explanation and demonstration. Before placing each shape, ask, "Which shape should come next?" When everyone seems to understand, let the children take turns completing the series of large shapes. Continue with a series of medium shapes and then a series of small shapes. End by asking the children how they knew which shape to place next in each series.

VARIATIONS: To make the activity *harder*, use a more complex pattern, such as



To make it *easier*, avoid using the word *series*.

2. Focus: talking about what one likes to do at a grocery store

Say:

Let's talk about what we like to do when we go to the store for groceries.

Lead the discussion. If necessary, help by asking if they like to do things like buying candy or a drink, looking at magazines or books, riding in a grocery cart, looking at prizes, choosing cereals with pictures to cut out, riding mechanical horses, or having their own money to spend. Each child should participate. Adjust the term *grocery store* to suit your location. For example, it may be more appropriate to use the term *supermarket*.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

Cards

Pictures from Several
Categories

1 31 118 170
5 32 130 172
7 34 138 176
18 36 139 178
19 40 146 187
20 42 155 188
21 43 161 228
23 52 162 235
24 59 165 245
30 64 166 269

Display Board
2 ledges

ACTIVITY 2

Cards

Pictures from Several
Categories (optional)

1* 32* 146* 228*
5* 42* 161* 235*
18* 43* 166*
21* 59* 172*

Display Board (optional)
2 ledges (optional)

1. Focus: identifying objects that do not belong in certain categories, and telling why they do not

Arrange the 40 cards in the groups of four listed below. Display cards 43, 170, 42, and 138 on the board.

Point to the cards on display and ask:

Which of these four things could you not wear, (Deirdre)?
(Pause) Yes, you could not wear a knife or bananas. Why?
(Discuss) Which of these things could you not eat, (Roger)?
(Pause) You are right! You could not eat a cap or boots.
Why?

Continue as above with the groups listed below. The children you call on should answer in sentences.

Display:

- | | |
|----------------|--|
| 1. 139•carrots | Which of these things could you not eat? |
| 161•comb | |
| 130•sandwich | Which of these things could you not drink? |
| 118•milk | |
| 2. 36•turkey | Which of these things is not an animal? |
| 146•pear | Which of these are not fruits? |
| 30•rabbit | |
| 32•sheep | |

3. 228•ball
52•overalls
245•puzzle
235•dolls

Which of these things is not a toy?
Which of these things are not clothes?

4. 34•squirrel
24•lamb
23•kittens
19•fish

Which of these things do not live in the water?
Which of these things does not live on land?

5. 40•bonnet
20•hen
59•knit shirt
64•snowsuit

Which of these things are not clothes?
Which of these things do not fly?

6. 162•couch
178•refrigerator
7•calf
176•radio

Which of these things does not belong in the house?
Which of these things are not animals?

7. 31•rooster
1•bear
21•horse
188•stove

Which of these things would you not find in a kitchen?
Which of these things is not an animal?

8. 155•broom
172•mop
18•goat
165•dustpan

Which of these things would not help your father or mother clean the house?
Which of these things are not animals?

9. 166•fork
5•bird
269•bicycle
187•spoon

Which of these things could you not eat?
Which of these things are not alive?

VARIATION: To make the activity *harder*, after each of the second questions is answered, call on a child to tell you in a sentence which of the four cards belong together and why.

2. Focus: identifying words in which the beginning sound is separated from the rest of the word

Hold the 14 cards and say:

Now let's play a listening game. I will say some words but not as I usually do. I will stretch out each word to make it sound longer. When I call on you, tell me what word I am saying.

Separate the beginning consonant from the rest of the word as you say each word listed below. Repeat a word until the child you call on recognizes it, pausing less and less between the first and second parts. Use the cards only if necessary. Give everyone a turn, even if some words are used more than once.

- | | | |
|-----------------|-----------------|-----------------|
| 1. b . . . oots | 6. d . . . oll | 11. m . . . op |
| 2. c . . . omb | 7. c . . . ap | 12. f . . . ork |
| 3. p . . . ear | 8. sh . . . irt | 13. b . . . ird |
| 4. h . . . orse | 9. b . . . ear | 14. b . . . all |
| 5. sh . . . eep | 10. g . . . oat | |

VARIATION: To make the activity easier, display the cards in random order on the board, and use them as cues.

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Materials

ACTIVITY 1

Display Board
4 ledges

Poster 1

ACTIVITY 2

Display Board
4 ledges

Poster 1

1. Focus: predicting actions of people and animals in the poster "Farm in Spring"

Use the ledges to display the poster on the board.

Point to the poster and say:

Let's talk again about the large picture of a farm in spring. Think about what some of the animals and people might be going to do.

Ask the questions listed below, encouraging the children to make predictions and tell you why they feel as they do. Have everyone participate, and make sure the right verb forms are used.

1. What will the girl do with the fish she's holding?
2. What will the bird do with the worm?
3. What will the farmer do with the horse he is leading?
4. What will the young raccoon do after putting his foot into the water?
5. What will the fox try to do with the duck and ducklings?
6. What will happen after the pigs eat all the food from the feeder?
7. What will happen when the hawk sees the field mouse?
8. What will the turkeys and chickens do during the night?
9. What will the turtle do next?
10. What will P. Mooney do when he gets the hay put away?

2. Focus: counting items on the poster "Farm in Spring" to answer "how-many" questions

Leave the poster from Activity 1 on display.

Say:

Now let's take turns counting things in the poster. Come up and count aloud all the (people) you see, (Katie). Point to them as you count.

Encourage other children to point out items that were missed.
Continue as above with these items:

- | | | |
|------------|-------------|-----------------|
| 1. people | 8. raccoons | 14. buildings |
| 2. horses | 9. cats | 15. geese |
| 3. turkeys | 10. fish | 16. foxes |
| 4. dogs | 11. birds | 17. butterflies |
| 5. rabbits | 12. pigeons | 18. chickens |
| 6. goats | 13. ducks | 19. turtles |
| 7. sheep | | |

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: predicting and talking about what might happen in described situations

Say:

Let's play a thinking game. I will read the beginning of a very short story and then ask several of you to finish it for me in different ways. You are to tell us what you think might happen.

Present the following situations, one at a time. Each time, several children should respond in sentences. As necessary, help them use the right verb forms.

1. Laura left her dinner on the table. Laura's cat jumped up onto the table. What do you think happened?
2. It snowed all night. The next day Ricardo made a snowman. Soon the sun came out. What do you think happened?
3. Wayne's father gave him a quarter. Wayne put it into his pocket. Wayne's pocket had a hole in it. What do you think happened?
4. Stacy went outside to play. It was cold and icy. Stacy began to run on the slippery ice. What do you think happened?
5. Bruce put a piece of bread into the toaster. He forgot it. The bread did not pop up. What do you think happened?
6. James had a cat. His cat saw a mouse running across the floor. What do you think happened?
7. A bird was sitting in a tree. The bird saw a worm on the ground. What do you think happened?
8. Louretta was running down the stairs. She did not see some roller skates lying on the stairs. What do you think happened?
9. Theodore turned on the water to fill the bathtub so he could take a bath. He forgot the water was running in the bathtub. What do you think happened?
10. Rachel started to pick a flower. A bee was on the flower. What do you think happened?

OPTIONAL: Conclude each item by rereading the situations and paraphrasing the endings which the children suggested.

2. Focus: following directions which stress the word *before*

Have the children stand in front of their chairs. Say:

Let's play a following-directions game to see if you can remember what the word *before* means.

Give the directions listed below and others as desired. Explain, repeat, or demonstrate as necessary to strengthen the children's understanding of the word *before*.

1. Before you sit down, slide your feet back and forth.
2. Before you stand up, smile a big smile.
3. Before you sit down, jump once.
4. Before you stand up, stamp your feet.
5. Before you sit down, sneeze a big sneeze.
6. Before you stand up, lick your lips.
7. Before you sit down, frown a big frown.
8. Before you stand up, hum a tune.
9. Before you sit down, turn around twice.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: brainstorming and talking about what can be seen but not heard and heard but not seen

Say:

Let's talk about things we can see but cannot hear, and other things that we can hear but cannot see. First, raise your hand if you can name something we can see but cannot hear.

Get as many responses as possible and have the children discuss each. Continue by having them brainstorm and discuss things heard but not seen. Make sure everyone participates. Suggested topics:

Things seen but not heard:

1. snow falling
2. sun shining
3. clouds
4. smoke
5. grass or plants growing
6. stars
7. someone smiling
8. someone waving
9. someone winking

Things heard but not seen:

1. echoes
2. heart beating
3. thunder
4. stomach growling when you are hungry
5. joints cracking with movement
6. hiccups

2. Focus: talking about when certain actions would be done

Say:

I will name some actions. Tell me when you might do each one.

Call on children to tell when they might do these actions: jump, walk, hop, turn, run, sit, write, and sing. Give everyone a turn.

Materials

ACTIVITY 1

Display Board

Manikin, Movable

ACTIVITY 2

None

1. Focus: imitating the position of the movable manikin, and then considering actions possible from that position

Display the movable manikin on the board.

Have the children stand facing the board. Say:

Please watch what I do with the manikin. Try to put yourself into the same position.

Use the list given below. Each time, have the children return to standing position after assuming the pose. Then call on individuals to tell the things that they could do when in that position, asking, "What might you be getting ready to do if you were in that position, (Adela)?" Encourage them to think of many possibilities.

Positions and possible actions:



sleeping
sunbathing
taking a bath
floating on water



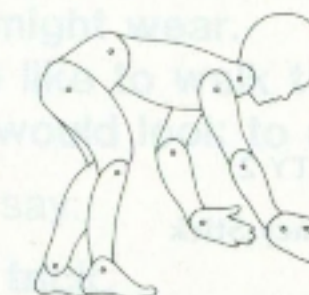
carrying
fixing lunch
standing in a bus
lifting
pushing
pulling



jumping
climbing
driving a car



crawling
searching
hiding
moving under a
table



bending over
picking up
something
exercising



kneeling
playing with
blocks
picking up
something
scrubbing
rolling a ball
looking for
something

2. Focus: evaluating questions, deciding which are silly, and correcting them

Say:

I have questions about some actions our bodies do. Some of these questions are silly, but some of them are sensible. Please listen carefully, and answer my questions.

Have individuals respond to each question listed below in sentences such as "Yes, legs can jump" or "No, eyes do not hear." After each absurd question has been correctly answered, ask the children to tell why it was silly.

- | | |
|---------------------|-----------------------|
| 1. Do legs jump? | 10. Do elbows hop? |
| 2. Do eyes hear? | 11. Do noses sniff? |
| 3. Do ears talk? | 12. Do arms swing? |
| 4. Do teeth bite? | 13. Do necks turn? |
| 5. Do noses smell? | 14. Do faces frown? |
| 6. Do toes taste? | 15. Do tongues lick? |
| 7. Do feet write? | 16. Do knees bend? |
| 8. Does hair grow? | 17. Do mouths stand? |
| 9. Do fingers bend? | 18. Do stomachs read? |



Materials

ACTIVITY 1

None

ACTIVITY 2

P. Mooney Stick

1. Focus: evaluating silly sentences, and talking about what is absurd in them

Say:

Let's play a listening-and-thinking game. I will read you some silly sentences. Listen and tell me what is silly about each one.

The children you call on should use sentences to say what is silly about each of these sentences:

1. The fish walked down the road.
2. The elephant jumped out of the tree.
3. The rabbit flew through the air.
4. The boy was hungry, so he ate a plate.
5. Anne sat down on the stove.
6. It was dark, so I turned on the door to see.
7. I picked up the fire and put it in the bag.
8. A horse named Gilbert went skating down the street.
9. Neusa put on her swimsuit to play in the snow.
10. Leo put on his shoes to go to bed.
11. It was so hot outside that everything froze.
12. Our dog Julia drove the car down the street.
13. The elephant rode on the ant's back.
14. It is time to go to school, so I will put on my pajamas.
15. One goat wore a pretty dress.
16. The duck said, "Meow, meow, meow."
17. The kitten lapped its ice-cream cone.
18. The pig said, "Baa-baa, I want some food."
19. Leslie used her toothbrush to sweep the floor.
20. Amos ate his soup with a knife.

2. Focus: imagining, talking about, and pantomiming being very small

Have the children stand before you. Say:

Let's pretend that we are as small as our thumbs. Raise your hand if you can tell us what it would be like to be that small.

Lead the discussion. Help the class consider topics like these:

1. What we might eat.
2. Where we would live and sleep.
3. The clothes we might wear.
4. What it would be like to walk through tall grass.
5. How everything would look to us.

Then wave the stick and say:

Mooney Magic, do a trick.

Make us small, P. Mooney Stick.

Then say:

Now that we are very small, let's imagine we are trying to walk through tall grass.

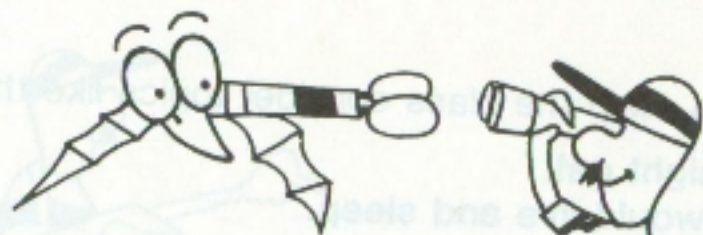
Lead the pantomime by squatting and pretending to push your way through the grass. Ask the children what they might try to do. If necessary, offer ideas such as reaching up high to pick a dandelion and attempting to pick up an acorn. Praise imaginative efforts. End by waving the stick and saying:

Enie, Mooney,

Macaroony!

Now let's be

You and me.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying words in which the beginning sound, *m*, is separated from the rest of the word

Say:

Today we are going to make words out of sounds. Listen to this sound: *m-m-m-m*. (Continue in a humming manner for a few seconds) Let's make it together.

Then say:

Now let's use the *m-m-m-m* sound to make words. After all of you have made the sound, I will add the rest of the word. For example, if you say "*m-m-m-m*" and I say "*ouse*," the word we make will be *mouse*. Let's begin.

Each time the class says "*m-m-m-m*," add one of the word parts listed below and ask, "What word is that?" Let either the class or individuals answer. Help as necessary.

- | | | |
|-----------|--------------|------------|
| 1. -arch | 8. -itten | 14. -iddle |
| 2. -agic | 9. -ovie | 15. -inute |
| 3. -ail | 10. -ad | 16. -oney |
| 4. -eat | 11. -agazine | 17. -other |
| 5. -ilk | 12. -ap | 18. -outh |
| 6. -oon | 13. -eal | 19. -ud |
| 7. -onkey | | |

2. Focus: talking about sounds one likes to hear

Say:

Let's talk about things we like to hear. We will take turns naming our favorite sounds. I will start. The sound I most like to hear is (rain falling on the roof). I like that sound, because it makes me feel (peaceful).

- Have the children, in turn, describe their favorite sounds and why they like them. Stress the use of sentences.



Materials

ACTIVITY 1

Teacher provides
Chalk
Chalkboard

ACTIVITY 2

Sound Book 3
Page 1, bands 1-8
Page 2, bands 1-8
Page 3, bands 1-7

Teacher provides
Record player

1. Focus: brainstorming animals that have certain characteristics

Say:

Today let's play a thinking game. When I call on you, name an animal with fur.

Call on children at random until no one can name another furry animal. Tally acceptable responses on the chalkboard. Continue as before with these categories:

- | | |
|---------------------------------|------------------------------------|
| 1. animals with feathers | 5. animals that fly |
| 2. animals that swim | 6. animals that cannot fly |
| 3. animals bigger than a person | 7. animals that make noises |
| 4. animals smaller than a baby | 8. animals that cannot make noises |

Praise all worthy efforts. End by leading the children in counting and comparing the number of entries in each category.

2. Focus: listening to each of the "Sounds of Animals," and describing the animals without naming them

Say:

Now let's listen to sounds of animals. Don't say the name of the animal you hear. Instead, I will ask one of you to describe the animal. The rest of us will tell you whether you are describing the right one.

Play band 1 (bear). The child you call on should describe the animal without naming it, using sentences such as "I hear a brown and furry animal which lives in the woods. It growls and likes to eat honey." Give clues to help the speaker describe the animal in detail. The group should decide if the correct animal was described and then name the animal. Continue in a similar fashion with the remaining bands.



Materials

ACTIVITY 1

Cards

Stories

339-352

ACTIVITY 2

None

1. Focus: retelling the story "How P. Mooney Got the P. Mooney Stick," and talking about the importance of helping others

Hold the 14 story cards and say:

Let's retell the story about how P. Mooney got his P. Mooney stick.

Help the children briefly retell the story. If they have trouble remembering how it began, read clues from the portion printed on the back of the first card, and ask:

What did P. Mooney see as he was flying around in his High Flyer, looking for forest fires?

If further help is needed, add:

P. Mooney saw a poor little sick tree with all its branches drooping. What happened next?

Provide help only as needed. After the children have retold the story, summarize their version like this:

Yes, P. Mooney discovered a sick tree in the forest. He helped the tree get well. When it was healthy again, the tree thanked P. Mooney for his help by growing a P. Mooney stick. P. Mooney likes his stick very much and uses it often.

End by asking:

What can we learn from this story? (Pause for responses)

Yes, it makes P. Mooney feel good to help people. Like the tree in the story, people enjoy thanking whoever helps them.

2. Focus: talking about ways one can help other people

Say:

Now let's talk about how we can help other people.

Encourage discussion. If necessary, have the children answer questions like these:

1. What are some of the ways we can help our father?
2. What are some of the ways we can help our mother?
3. What are some of the ways we can help our brother(s)?
4. What are some of the ways we can help our sister(s)?
5. What are some of the ways we can help our grandfather(s)?
6. What are some of the ways we can help our grandmother(s)?
7. What are some of the ways we can help our teacher(s)?
8. What are some of the ways we can help our neighborhood friends?
9. How can we help people who have trouble seeing?
10. How can we help people who have trouble talking?
11. How can we help people who have trouble walking?



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: adding *-er* to action words to create nouns

Say:

Let's name some actions we all can do.

When the children have done so, summarize by saying:

Yes, we can walk and run. We can jump and skip. We can eat and sleep. All of us do these things some of the time. But if I were to sleep *most* of the time, you could call me a *sleeper*. If I were to *run* most of the time, what would you call me?

If no one mentions the word *runner*, suggest it. Explain that *-er* can be added to action words to create nouns, giving examples as necessary. Then continue as above with the list given below, pausing each time for the class to complete this sentence: "If I were to (jump) most of the time, I would be a (jumper)."

- | | | |
|----------|------------|-------------|
| 1. eat | 10. paint | 19. frown |
| 2. walk | 11. sit | 20. smile |
| 3. play | 12. draw | 21. sing |
| 4. hop | 13. count | 22. hum |
| 5. skip | 14. listen | 23. whistle |
| 6. slide | 15. look | 24. think |
| 7. skate | 16. talk | 25. lick |
| 8. swim | 17. laugh | 26. sneeze |
| 9. sweep | 18. cry | 27. dance |

VARIATION: To make the activity *easier*, say the noun and ask what that kind of person does most of the time.

2. Focus: defining *hide*, and then talking about where and when one likes to hide

Ask:

What does it mean to *hide* something? (Pause for responses)
Yes, when we hide something, we put it where it cannot be seen. Now let's talk about places where we like to hide.

Lead a discussion of hiding places. Encourage the use of sentences. End by having children tell about when they most feel like hiding.



Materials

ACTIVITY 1

None

ACTIVITY 2

Color Chips
10 chips of the same
color per child, using all
8 colors

1. Focus: talking about colors in the environment

Say:

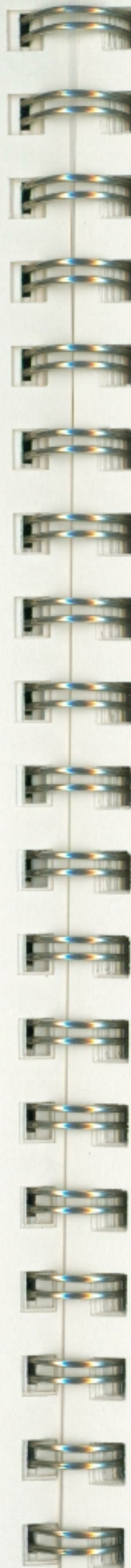
Every day we see colors all around us. Let's think and talk about when we might see different colors.

Encourage the children to answer and discuss each of these questions:

1. **When does the sky usually look orange?** (at sunrise or sunset)
2. **When does the sky look blue?** (in clear weather)
3. **When might the sky look gray?** (in bad weather)
4. **When are grass and leaves green?** (in spring and summer after a rainfall)
5. **When do our faces and ears get red?** (when we are cold or hot)
6. **When do grass and leaves get brown?** (in fall and winter, and when it is very dry)
7. **When might it be black all around us?** (at night or in a very dark place)
8. **When does the ground look white?** (when it is covered with snow)
9. **What might we drink to make our tongue blue or purple?** (grape juice)
10. **What can we drink to make the outside of our mouth look white?** (milk)
11. **What could we drink or eat to make the outside of our mouth look brown?** (chocolate milk or chocolate ice cream)

OPTIONAL: Continue by saying:

Let's talk about when or where you have seen things that are yellow. Raise your hand if you want to tell us about it.



Encourage the children to respond. If time permits, continue with other colors.

2. Focus: linking and naming color chips, and then following directions in the game Color Exchange

Have the children sit in a circle. Give each child 10 color chips of the same color; be sure to use all eight colors. Say:

Each of you has 10 color chips that are all one color. Let's use them to play a game called Color Exchange. I will tell certain colors to change places. When I say, "All colors, exchange," then all colors are to change places.

Before the game, have the children link their chips and name their colors. Then give directions such as "(Red and blue), change places!" Only the children with those colors should move. From time to time call out, "All colors, exchange!" All the children in the circle should then change places.



Materials

ACTIVITY 1

Cards

Pictures from Several Categories

1 127 203 266
5 131 204 272
14 137 206 273
25 144 211 283
44 146 213 286
67 150 248 287
107 154 256 290
121 162

Display Board
2 ledges

ACTIVITY 2

Cards

Music
332

Sound Book 2
Page 3, band 4

Teacher provides
Record player

1. Focus: telling how two out of three cards go together

Set up the board and ledges. Sort the 30 picture cards into groups of three, as listed below; stack them in the order indicated.

Hold the cards and say:

Let's play a thinking game. I will put three cards on the board. Please tell me which two cards go together and why.

Display the first three cards on the board. Point to cards 248 and 14 in turn. Ask:

Which of these goes with this card? (Point to card 5)

When the children choose card 14, ask:

Why do *bird* and *duckling* go together?

If no one can answer, explain that the two go together because they both are animals. Invite the group or a child to say:

A (bird) and a (duckling) go together because they both are (animals).

Continue as above with the remaining groups of cards.

1. 5•bird, 248•robot, 14•duckling
2. 1•bear, 25•lion, 150•strawberries
3. 204•boy, 144•oranges, 211•girl
4. 146•pear, 137•apple, 67•sweater
5. 154•bed, 107•fish, 162•couch
6. 256•teddy bear, 266•whistle, 286•the numeral 3
7. 203•barber, 213•mail carrier, 127•pretzels

8. 287•the numeral 4, 290•the numeral 7, 283•tow truck
9. 273•police car, 272•car, 206•clown
10. 121•pancakes, 44•girl's coat, 131•sandwich

2. Focus: brainstorming foods, animals, toys, and other categories, and then singing the song "Things That Go Together"

Hold the music card and say:

Let's name things that go together. Name as many things to eat as you can.

When the children have named at least a dozen foods, ask:

What word can we use to describe all these things? (Pause) Yes, they are all *foods*. Now let's sing "Things That Go Together" about foods. When I point to you, please name a food.

Play band 4 (instrumental version) and refer to the music card as you lead the children in singing. Point to children in turn to name a food as you sing the song's three verses. Continue as above with other categories such as animals, toys, vehicles, clothes, numbers, and colors.



Materials

ACTIVITY 1

Puppets
P. Mooney
Zoey
Thinking hat

ACTIVITY 2

Cards
Music
326
Puppets
Zoey
All 3 hats

Sound Book 2
Page 1, band 4

Teacher provides
Record player

1. Focus: talking about possible solutions to Zoey's and P. Mooney's problems

Place Zoey (wearing her thinking hat) on your hand and have her say:

P. Mooney and I have some difficult problems to solve. Please help us decide what we should do to solve our problems.

Alternate puppets as indicated below. Each problem could have several interesting solutions. Encourage a spirit of fun and praise all efforts.

1. Zoey: I was sailing in a big ship on the ocean when the wind blew my thinking hat into the water. Tell me how I might have gotten my hat back.
2. P. Mooney: One day I came home very dirty from work. When I went into the bathroom to take a bath, I found that the stopper to the bathtub was gone! What could I have done to keep the water in the tub?
3. Zoey: A very important person was coming to town for a visit. Everyone lined the streets to see her. There were so many people standing in front of me that I could not see at all. Tell me about different ways I could have seen this person.
4. P. Mooney: One day last winter, someone accidentally threw a snowball through my window. The cold wind came blowing through the hole. Tell me how I could have stopped the wind from blowing into my house.
5. Zoey: Tomorrow is my friend's birthday, but I don't have any money to buy a gift. Name some things that I could give my friend that don't cost money.



6. P. Mooney: I was riding above the clouds one day in my hot-air balloon when a tiny hole appeared in the balloon. Tell me how I might have patched the hole.
7. Zoey: P. Mooney and I wanted to go on a picnic, but our car was out of gas, and no stations were open. Please tell me how we could have gotten to the picnic park!
8. P. Mooney: While I was out on my Mooney skates one day, I saw a dog chasing a cat. The cat ran up a tree to escape and then couldn't get down again. How could I have helped the cat get out of the tree?

2. Focus: singing and acting out the song "Zoey"

Stand beside the record player, with the children standing before you. Place Zoey (wearing her discovery hat) on your hand. She says:

Let's sing the song about my three hats. Please do the actions for each hat you see me wearing. Let's start by singing about my discovery hat.

Play the song and switch Zoey's hats as indicated in each verse. If necessary, rehearse the actions:

discovery hat — shade eyes with one hand and look around
thinking hat — put chin in palm of hand and pretend to think
action hat — run in place

Repeat the song, and have the children take turns holding the puppet and switching her hats.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Household Items

(optional)

153-199

1. Focus: listening to names of household items with one or two words, and identifying how many words are heard

Say:

Let's play a listening game. I will slowly say the name of something that belongs in the house. You are to tell me how many words you hear. You may hear one, two, or three words.

Use the list given below, pausing between each word in names with two or three. Alternate calling on the group or one child to name the words in each item.

- | | | |
|-------------------|-------------------|----------------------|
| 1. stove | 8. kitchen table | 17. lamp |
| 2. tool set | 9. hairbrush | 18. scrub brush |
| 3. cup and saucer | 10. broom | 19. frying pan |
| 4. sewing machine | 11. clock | 20. sponge |
| 5. iron | 12. baking dish | 21. scissors |
| 6. vacuum cleaner | 13. glass | 22. chest of drawers |
| 7. pail | 14. washer board | 23. radio |
| | 15. ironing board | 24. record player |
| | 16. mop | |

VARIATION: To make the activity *harder*, do not pause between words, and/or speed up your presentation.

2. Focus: deciding on household items needed to perform certain tasks

Say:

Now I will describe some jobs we might need to do at home. Tell me what we would need to do the work. Suppose you were carrying a bowl of sugar and spilled it onto the floor. What would you need to clean up the sugar?

Call on several children to name and discuss items such as a broom, dustpan, wastebasket, or vacuum cleaner. Continue as above with the situations listed below. Make sure everyone participates.

- | | |
|--|------------------------------|
| 1. making a sandwich | 6. brushing teeth |
| 2. emptying the trash | 7. taking a bath |
| 3. washing clothes | 8. cleaning the bathroom |
| 4. cleaning up spilled milk on the kitchen floor | 9. washing and drying dishes |
| 5. washing hands | 10. making breakfast |

VARIATIONS: To make the activity *easier*, display the household cards as cues along a chalkledge. To make it *harder*, have the children also decide the sequence for use of the items.



Materials

ACTIVITY 1

ACTIVITY 2

None

None

1. Focus: completing sentences which stress positional words and relate one body part to another

Say:

Let's play a thinking game. I will say some sentences telling where our body parts are found. I want you to finish each sentence.

The children should respond in unison to complete the sentences given below. Explain or demonstrate as necessary.

1. My mouth is *under* my _____. (nose)
2. My mouth is *above* my _____. (chin)
3. My teeth are *in* my _____. (mouth)
4. My ears are *at the sides* of my _____. (head)
5. My nose is *in the middle* of my _____. (face)
6. My hair is *on top of* my _____. (head)
7. My hands are *at the ends* of my _____. (arms)
8. My legs are *under* my _____. (body)
9. My feet are *at the ends* of my _____. (legs)
10. My arms are *at the sides* of my _____. (body)
11. My neck is *under* my _____. (head)
12. My neck is *above* my _____. (chest)
13. My nose is *over* my _____. (mouth)
14. My nose is *under* my _____. (eyes)
15. My tongue is *in* my _____. (mouth)
16. My skin is *around* my whole _____. (body)

Vary the order as you repeat the sentences for individuals to complete.

VARIATION: To make the activity *harder*, reverse the order of the sentences, saying, for example, "Under my nose is my (mouth)."

2. Focus: talking about what one likes to do best, and remembering what others have said in a listener-talker game

Divide the class in half. Have the groups sit in two circles, one inside the other. Say:

You are sitting in two circles for a special reason. The people sitting in the inside circle will be talkers. They will take turns telling us one thing they like to do. The people sitting in the outside circle will be listeners. Each listener will try to remember what the talker in front of him or her has said. Let's start.

When every talker has mentioned a favorite activity, say:

Now, listeners, I want each of you to tell us what your talker said.

Continue until every listener has had a turn. Praise all efforts. Then have the children change circles and repeat the procedure.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Pictures from Several Categories

37	169	182	250
114	173	183	256
153	174	186	265
157	175	199	266
164	179	233	275
167			

P. Mooney Bag

1. Focus: imagining and talking about living at the bottom of the ocean

Say:

Today let's imagine what living in another place would be like. Suppose we lived at the bottom of an ocean, with fish swimming all around us. What do you think it would be like to live underwater, (Michiko)?

Encourage every child to participate in the discussion. As necessary, expand their thinking by asking:

1. What clothes might we wear?
2. What type of home might we live in?
3. How would we move around?
4. How might we eat?
5. How would we breathe?
6. What things would we have to do differently?

2. Focus: talking about funny ways to travel to the bottom of the ocean

Put the 21 picture cards into the bag.

Wear the bag and say:

Get ready, everyone! We are off to the bottom of the ocean, but it is a long way down. Let's talk about some funny ways to make the trip. I will go first. (Pick card from bag) I would ride to the bottom of the ocean on (pause) (a turtle).

Call on a child to pick a card as she or he says, "I would ride to the bottom of the ocean on a(n) (ice-cream cone)." Continue with other children until all cards have been used. Conclude by asking each child:

What would be the funniest way for you to travel to the bottom of the ocean?



Materials

ACTIVITY 1

Sound Book 3
Page 4, bands 1-7
Page 5, bands 1-7

Teacher provides
Record player

ACTIVITY 2

None

1. Focus: identifying each of the "Sounds of the Home," and relating them to the rooms in which they might be heard

Say:

Let's play a listening game called Rooms Where I Might Hear This Sound.

Play the sound effects, one band at a time. After each sound, ask someone:

What sound was that, (Karen)? (Pause) Please tell us in which room or rooms you might hear that sound.

Encourage the use of sentences, and accept all reasonable answers. Repeat the sounds, calling on other children as above.

2. Focus: naming the various rooms in a house, and then brainstorming items that might be found in each

Say:

Let's see how fast you can think today. As quickly as you can, name all the rooms that might be in a home.

Help as necessary. Suggestions:

- | | |
|-----------------|----------------|
| 1. kitchen | 7. closet |
| 2. laundry room | 8. dining room |
| 3. bedroom | 9. den |
| 4. living room | 10. study |
| 5. bathroom | 11. pantry |
| 6. hallway | 12. library |

Then say:

I will name one of the rooms. When I call on you, tell me one thing you might see there.

Name a room and call on several children to suggest items found there. Continue with other rooms. Keep the pace lively, and go through the list of rooms several times, as necessary. Make sure everyone has at least one turn.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: using opposites to complete sentences that stress *before* and *after*

Say:

Let's play a thinking game. I will read some sentences, but I will leave off the last word. Listen carefully and tell me what it should be. I will give you a hint. The last word should be an opposite.

Have the children complete each of these sentences:

1. After I grow, I am *tall*. But before I grow, I am _____. (short)
2. After I took my medicine, I was *well*. But before I took my medicine, I was _____. (sick)
3. After I eat, I am *full*. But before I eat, I am _____. (hungry)
4. After I cut my hair, it is *short*. But before I cut my hair, it is _____. (long)
5. After I drink my milk, my glass is *empty*. But before I drink my milk, my glass is _____. (full)
6. After I shut the door, the door is *closed*. But before I shut the door, the door is _____. (open)
7. After I sleep, I am *rested*. But before I sleep, I am _____. (tired)
8. After the sun comes up, it is *light*. But before the sun comes up, it is _____. (dark)
9. After I put on my gloves, my hands are *warm*. But before I put on my gloves, my hands are _____. (cold)
10. After I wash, I am *clean*. But before I wash, I am _____. (dirty)
11. After I climb the tree, I am *high*. But before I climb the tree, I am _____. (low)
12. After I am asleep, my eyes are *closed*. But before I am asleep, my eyes are _____. (open)
13. After I blow up a balloon, it is *big*. But before I blow up a balloon, it is _____. (little)

14. After I boil the water, it is *hot*. But before I boil the water, it is _____. (cold)
15. After I jump into the swimming pool, I am *wet*. But before I jump into the swimming pool, I am _____. (dry)
16. After I enter the house, I am *in*. But before I enter the house, I am _____. (out)
17. After the band begins to play, it is *loud*. But before the band begins to play, it is _____. (quiet)
18. After I fill the basket, it is *heavy*. But before I fill the basket, it is _____. (light)
19. After I chew a piece of gum, it is *soft*. But before I chew a piece of gum, it is _____. (hard)
20. After I climb the stairs, I am *up*. But before I climb the stairs, I am _____. (down)

OPTIONAL: Repeat the sentences in reverse, saying, for example, "Before I grow, I am *short*. But after I grow, I am (tall)."

2. Focus: comparing and classifying foods by taste and feel

Say:

Let's think about how foods taste or feel in the mouth. Foods can taste sweet, sour, or salty. They can feel soft or chewy, cold or warm. Please listen to my questions about foods, and answer when I call on you.

The children you call on should respond in sentences to the questions listed below. Give each child a turn by repeating the questions in random order, substituting other foods.

1. Which food is sweeter: green beans, or cake?
2. Which food is saltier: watermelon, or pretzels?
3. Which food is chewier: jello, or carrots?
4. Which food is more sour: milk, or lemons?
5. Which food is softer: potato chips, or rice?
6. Which food is colder: orange juice, or an ice-cream cone?
7. Which food is warmer: toast, or soup?
8. Which food is spicier: tacos, or jam?

End by asking the children to name the sweetest foods they have ever eaten. Continue by asking them to name:

1. the saltiest foods
2. the softest foods
3. the spiciest foods
4. the coldest foods
5. the chewiest foods



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: completing statements which involve analogous reasoning about animals

Say:

I am going to say some incomplete sentences about animals. When I call on you, tell me what word will finish the sentence correctly.

Call on the group or individuals to complete these statements:

1. A squirrel is covered with fur; a chicken is covered with _____. (feathers)
2. A rabbit hops; a fish _____. (swims)
3. A horse walks; a bird _____. (flies)
4. A cow moos; a duck _____. (quacks)
5. A cat meows; a dog _____. (barks)
6. A bee buzzes; a cat _____. (meows)
7. A rooster crows; a man _____. (talks)
8. A fish is covered with scales; a bird is covered with _____. (feathers)
9. A duck swims; a butterfly _____. (flies)
10. A duckling is little; a horse is _____. (big)
11. A hen gives eggs; a cow gives _____. (milk)
12. A sheep is covered with wool; a cat is covered with _____. (fur)
13. A butterfly is small; an elephant is _____. (large)
14. A lion roars; a kitten _____. (meows)
15. A pig oinks; a turkey _____. (gobbles)
16. A kid is little; a goat is _____. (big)
17. An owl flies; a toad _____. (hops)
18. A rabbit moves fast; a turtle moves _____. (slowly)
19. A horse is big; a colt is _____. (little)
20. A bird chirps; a sheep _____. (baas)
21. Goats eat grass; birds eat _____. (worms, seeds)
22. Bears are covered with fur; owls are covered with _____. (feathers)

23. Spiders make webs; bees make _____. (hives)

24. Pigs eat corn; squirrels eat _____. (nuts)

OPTIONAL: Repeat by reversing the statements, like this: "A chicken is covered with feathers; a squirrel is covered with (fur)."

2. Focus: talking about having any pet one wishes

Ask:

If you could have any pet in the whole world, what animal would you choose?

The children are to take turns naming their choice in a sentence such as "If I could have any animal in the world, I would choose a (giraffe)." Encourage unusual and imaginative choices. Each time, promote discussion with questions like these:

1. Why would you choose that animal?
2. What kind of living space would the animal need?
3. What kinds of food would it eat?
4. Would the animal require special care or housing?
5. How would your family and friends react to the animal?

Accept all responses.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying numbers from rhyming words

Say:

We are going to play a rhyming game about numbers. First let's count aloud from one to 10.

Lead the children in doing so. Ask the questions below in sequence, letting the group respond. Then repeat the questions in random order for individuals to answer.

What number rhymes with . . .

- | | |
|-----------|------------|
| 1. sun? | 6. sticks? |
| 2. blue? | 7. heaven? |
| 3. tree? | 8. gate? |
| 4. floor? | 9. line? |
| 5. hive? | 10. hen? |

When everyone has had a turn, say:

Now I will name some numbers. When I call on you, tell me a word that rhymes with the number I have named.

In random order, name numbers from one to 10. Call on several children to name a rhyming word for each number. Give everyone a turn.

2. Focus: using groups of three words to make funny sentences

Say:

Let's try to make everyone laugh by making up ridiculous sentences. I will take the first turn. My three words are *balloon, barked, and banana*. Listen to my sentence: "The banana barked at the balloon."

Have the children take turns making up funny sentences with the word groups listed below. Reuse the list as needed to give each child a turn. Encourage a spirit of fun.

- | | |
|---------------------------|------------------------------|
| 1. flower, food, forget | 3. mosquito, medicine, motor |
| 2. giraffe, giant, gloves | |

4. puppy, purse, pumpkin
5. sneeze, snake, snow
6. turtle, TV, teeth
7. witch, window, wolf

8. dinosaur, dollar, doctor
9. nickel, noise, nose

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

Color Chips
20 of each color

P. Mooney Bag

ACTIVITY 2

None

1. Focus: naming colors from memory

Link the chips into eight chains, one of each color.

Wear the bag and say:

Let's play a remembering game. I will show you four color chip chains. Then while your eyes are closed, I will put one of the chains into the P. Mooney bag. You are to look at the other chains and tell me which one is missing. To help you remember, you may whisper the names of the colors as you look at the four chains.

Show the children four chains for 10 or 15 seconds. Then have them cover their eyes. Put a chain into the bag and say:

Open your eyes! (Pause) What did I hide?

The children you call on should answer in sentences.

VARIATIONS: To make the activity *harder*, hide more than two of the chains. To make it *easier*, show two or three chains and hide only one.

2. Focus: naming holidays, and talking about colors associated with them

Say:

Let's talk about colors and holidays. Some holidays make us think of certain colors. First let's name all the holidays we can. Then we will talk about the colors that go with them. Raise your hand if you can name a holiday.

Be sure that Christmas, Thanksgiving, Valentine's Day, Easter, and Halloween are mentioned. Then lead the children in talking about each holiday and the colors associated with it.

1. flower, food, forget
2. giraffe, giant, gloves

3. mosquito, medicine,
motor



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: comparing heights of children, and sequencing from shortest to tallest

Say:

Today we are going to compare each other's heights. Let's line up, with the shortest person at one end and the tallest person at the other end.

Choose two children to stand beside each other in front of the group. Ask:

Who is taller: (Shawn), or (Lullah)? (Pause) Yes, (Lullah) is taller than (Shawn). This means that (Shawn) is shorter than (Lullah).

Ask another child to stand beside the two children. Help the class decide how the third child compares in height with the first two. Have the three line up from shortest to tallest. Continue with other children until everyone is in line. Then ask:

Who is the tallest person in our line? (Pause for unison response) Who is the shortest person in the line? (Pause) Name some children who are (shorter/taller) than you, (Anthony).

VARIATION: To make this activity *harder*, have several children, in random order of heights, stand where the others can see them. Ask questions like "Is this statement true, or false: '(Maria) is taller than (Peter)'?"

2. Focus: evaluating statements about height, and correcting them while stressing *not*

Say:

Let's play a thinking game. I will whisper a sentence to each of you. You are to repeat it to the group. Then everyone else will say in a sentence whether the sentence is true or false.

Have the children take turns standing by you. Whisper one of the statements listed below to each child. Then call on the group or individuals to answer the child in a sentence such as "No, you are not taller than a giraffe" or "Yes, you are shorter than a flagpole."

1. I am taller than a dandelion.
2. I am shorter than a lighthouse.
3. I am taller than a tree.
4. I am shorter than a sugar bowl.
5. I am taller than a moon rocket ship.
6. I am shorter than a policeman.
7. I am taller than an ostrich.
8. I am shorter than a man on stilts.
9. I am taller than an ice-cream soda.
10. I am shorter than a bus.
11. I am taller than a chair.
12. I am shorter than a building.
13. I am taller than a turkey.
14. I am shorter than a ladder.
15. I am taller than a tower.
16. I am shorter than a jungle gym.
17. I am taller than a salt shaker.
18. I am shorter than an ant.
19. I am taller than a giraffe.
20. I am shorter than a bird.

VARIATION: To make the activity *harder*, have the children make up their own statements about being tall or short.

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: classifying groups of compound words, identifying the short words in each compound word, and using the short words in sentences

Say:

Tell me one word or phrase that describes these four words: dollhouse, pinwheel, football, and sandbox.

If no one says the word *toys*, suggest it. Then say:

Each of those four names is a long word made from two short words. Listen as I say the names again, and tell me the two short words in each toy name.

Repeat the four words, one at a time, and have the class name the component words. Then have two children each make up a sentence with one of the short words. Continue as above with these groups of compound words:

1. watermelon, strawberry, doughnut, popcorn (foods)
2. snowsuit, swimsuit, wristwatch, raincoat (clothes)
3. airplane, rowboat, motorboat, sailboat (vehicles)

2. Focus: brainstorming foods by type

Say:

Let's see how many different foods you can name.

Call on children to name foods until about ten have been mentioned. Then say:

Now let's see how many different desserts you can name.

Have five or six children each name a different kind of dessert. Continue as above with these categories:

- | | |
|---------------|----------------|
| 1. sandwiches | 5. cold drinks |
| 2. soups | 6. fruits |
| 3. vegetables | 7. meats |
| 4. cereals | 8. candies |

OPTIONAL: End by asking several children to name their favorite food in each category. Give everyone a chance to participate.

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Materials

ACTIVITY 1

Cards
Animals
1-38, except 2 & 13

Display Board
4 ledges

ACTIVITY 2

Cards
Animals
(same as for Activity 1)
Music
328

Sound Book 2
Page 2, band 2

Teacher provides
Record player

1. Focus: sequencing sets of three animal pictures from smallest to largest, and then describing the sequence

Set up the board with two horizontal rows of two ledges each. Have the 36 animal cards arranged in groups of three as listed below.

Say:

I will show you pictures of three animals. Then I will ask one of you to arrange the three from smallest to largest. Let's begin.

In random order, place cards 8, 27, and 33 on the bottom row of ledges. Point to the left side of the top two ledges, and say:

Find the *smallest* animal and put its picture here, (Rhoda). (Pause) Why did you put the spider first? (Pause) Yes, the spider is the smallest animal. (Point to center of top two ledges) Now find the next larger animal and put its card here, (Kurt). (Pause) Why did you put the cat in the middle? (Pause) That is right; the cat is larger than the spider. (Point to right side of top two ledges) Now put the picture of the largest animal here, (Hazel). (Pause) Why did you put the pig in the third position? (Pause) Yes, a pig is usually larger than a cat. The pig is the largest of the three animals.

Continue as above with the remaining groups of three. After each group is arranged, call on a child to describe the animals in the sequence from smallest to largest. If necessary, make new groups of three cards so that everyone may have a turn.

1. 8•cat, 27•pig, 33•spider
2. 4•beetle, 23•kittens, 14•duckling
3. 3•bee, 9•chick, 31•rooster
4. 12•dog, 19•goldfish, 16•fly
5. 15•elephant, 21•horse, 24•lamb
6. 29•puppy, 34•squirrel, 38•worm

7. 11•cow, 18•goat, 35•toad
8. 1•bear, 37•turtle, 36•turkey
9. 5•bird, 20•hen, 32•sheep
10. 25•lion, 28•piglet, 30•rabbit
11. 6•butterfly, 17•gerbil, 7•calf
12. 26•owl, 10•colt, 22•kid

2. Focus: choosing the five smallest and five largest animals, and then singing the song "If and Then Go Together" about the choices

Display the 36 animal cards in random order on a chalkledge or on the floor, so the children can easily see them.

Point to the cards and say:

Now let's find the five animals which you think are the largest of all; then we will find the five *smallest* animals.

Help the children compare the animals. Have them choose five very large and five very small animals. Suggested choices:

Large

1. bear
2. cow
3. elephant
4. horse
5. lion

Small

1. bee
2. beetle
3. butterfly
4. fly
5. worm

Accept any reasonable choices. End by playing band 2 (instrumental version) of "If and Then Go Together." Refer to the music card as you lead the children in singing these verses about their choices:

1. If you are an (elephant), then you are large, etc.
2. If you are a (bear), then you are large, etc.
3. If you are a (lion), then you are large, etc.
4. If you are a (cow), then you are large, etc.
5. If you are a (horse), then you are large, etc.
6. If you are a (beetle), then you are small, etc.
7. If you are a (bee), then you are small, etc.
8. If you are a (butterfly), then you are small, etc.
9. If you are a (fly), then you are small, etc.
10. If you are a (worm), then you are small, etc.

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: classifying groups of five words

Say:

I am going to say five words. Tell me what word or phrase we could use to describe all five words.

Use the word groups listed below. Help as necessary, and give everyone a turn.

1. turkey, ham, rice, eggs, chicken (foods)
2. scissors, knife, lamp, spoon, mop (household items)
3. legs, chest, nose, head, arms (body parts)
4. seven, five, one, three, two (numbers)
5. Mary, Thomas, Jose, Bertha, Jason (names)
6. jeans, sock, boot, cap, ring (things to wear)
7. owl, bird, spider, worm, rabbit (animals)
8. apple, pear, peach, pineapple, lemon (fruit)
9. airplane, rocking horse, sled, truck, puzzle (toys)
10. baby, barber, boy, woman, girl (people)
11. blue, red, white, black, orange (colors)
12. helicopter, ship, car, bicycle, tow truck (vehicles)
13. onion, corn, potato, carrot, lettuce (vegetables)
14. chair, table, bed, couch, desk (furniture, household items)
15. water, soda pop, milk, orange juice, chocolate milk (things to drink)
16. fire fighter, mail carrier, doctor, farmer, dentist (workers, people)

VARIATIONS: To make the activity *easier*, reduce the number of words in a set. To make it *harder*, have the children take turns making up sets of four items for the group to classify.

2. Focus: brainstorming descriptions of people, clothes, animals, foods, vehicles, toys, household items, and body parts

Say:

Let's see how fast we can think. I will say a word like **corn**.
If I point to you, tell me something about corn in a sentence.
Everyone will have a turn. Tell something no one else has said.

Use the list from Activity 1, omitting colors, numbers, and names.
Continue with the same word until the children run out of ideas.
Vary the categories from which words are chosen.

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Materials

ACTIVITY 1

Cards
People

200	207	214	221
202	209	215	222
203	211	217	223
204	212	218	224
205	213	219	225
206			

ACTIVITY 2

None

1. Focus: answering questions about people while stressing the use of past, present, and future tenses

Hold the 21 stacked people cards and say:

I will show you a picture of someone doing something. Then you are to answer my questions about that person. Let's begin.

Show card 200 and ask:

What is this man doing, (Gloria)? (Pause) You are right. He is flying through the air on his trapeze. If he does the **same** thing every day, what do you think he did yesterday? (Pause) Yes, yesterday he **flew** through the air. Now, if he does the **same** thing every day, what do you think he will do tomorrow? (Pause) Right! Tomorrow he **will fly** through the air.

Continue to show card 200 as you say:

Let's suppose this man on the trapeze does **different** things every day. If he does **different** things every day, what do you think he did yesterday? (Pause) Yes, yesterday he (drove a tractor). If he does **different** things every day, what do you think this man will do tomorrow? (Pause) Right; tomorrow he will (paint a house).

Repeat this procedure with as many of the remaining cards as you consider appropriate. Help the children use past, present, and future tenses correctly in their responses.

2. Focus: imitating clapping patterns

Say:

Please listen carefully as I clap a pattern; then I will ask you to clap the same pattern together.

Clap patterns like the following for the children to repeat in unison. As necessary, repeat until the children can imitate the pattern well. After each group response, call on individuals to imitate the pattern. If your children are able, let them take turns leading the group.

1. clap, pause, clap, clap, pause, clap, clap, pause, etc.
2. clap, clap, clap, pause, clap, clap, pause, clap, pause, etc.
3. clap, pause, clap, clap, clap, pause, clap, pause, clap, clap, clap, pause, etc.

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying words in which the beginning sound, *sh*, is separated from the rest of the word

Say:

Today we are going to make more words with sounds. Listen to this sound: sh-sh-sh (Continue for a few seconds) Let's make it together.

Afterwards, ask the children what the sound makes them think about. Then say:

Now we will use the sh-sh sound to make words. After all of you have made that sound, I will add another sound. Tell me what word the sounds make when they are put together. For example, if you say "sh-sh-sh" and I say "ut," the word we make will be *shut*. Let's begin.

Each time the class says "sh-sh-sh," add one of the word parts listed below and ask, "What word is that?" Call on a child or the group to identify the word. Help as needed by running the two parts of the word closer and closer together.

- | | | |
|----------|----------|-------------|
| 1. -eep | 7. -arp | 13. -ore |
| 2. -oe | 8. -e | 14. -ort |
| 3. -ape | 9. -ell | 15. -oulder |
| 4. -irt | 10. -ine | 16. -ovel |
| 5. -adow | 11. -ip | 17. -ow |
| 6. -ake | 12. -op | 18. -ower |

2. Focus: talking about wearing funny clothes

Say:

Suppose I were to say, "Tomorrow you are to wear funny or strange clothes to school." What would you wear?

Have everyone answer. Encourage the children to make imaginative choices and to speak in sentences.



Materials

ACTIVITY 1

Cards

Foods

95 112 117 130
100 113 121 131
110 114 122 132

ACTIVITY 2

None

1. **Focus: counting and naming items pictured on food cards, and then grouping the cards by the number of items shown**

Stack the 12 food cards in numerical order.

Hold the cards and say:

Tell me how many different things you see in each of these food cards, and then name them.

Show the cards in order, one at a time. Each child you call on should describe the pictured items in a sentence such as "There are two different things in this picture: green beans and a plate." Give everyone a turn. If there are more than 12 children, reuse the cards. End by displaying all the cards upon the floor or chalkledge. Then have the children group the foods by the number of items in each picture. This list may be helpful:

Two items

95•green beans and dish
110•hamburger and bun
113•hotdog and bun
114•ice cream and cone
117•orange juice and glass

Three items

100•cereal, milk, and dish
112•honey, honeycomb, and jar
122•knife, peanut butter, and jar
130•bread, lettuce, and tomato
131•straw, bottle, and soda pop
132•soup, spoon, and bowl

Four items

121•pancakes, syrup, butter, plate

VARIATION: To make the activity *easier*, point to the items as the children count them. Then lead the class in saying a sentence like "There are four things in this picture: two ears of corn and two pieces of butter."

2. **Focus: remembering a whispered and repeated message about food**

Have the children line up. If there are more than about 10 children, ask them to form two even lines facing each other. Say:

Let's send messages about what we are going to eat for breakfast, lunch, or dinner. I will whisper the first message.

Whisper to the lead child in a line, "We will eat *hamburgers* and a *salad* for dinner." That child then whispers the message to the next child, and so on down the line. When the message reaches the end, the last child should say it aloud. Then have the group compare that message with the one you whispered. Let the last child come to the head of the line and begin a new message. When breakdowns occur in a message, help those responsible.

VARIATION: To make the activity *harder*, increase the number of foods the children must remember.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 2

ACTIVITY 2

Display Board
4 ledges

Poster 2

1. Focus: predicting and talking about "what would happen if" using the poster "Circus"

Use the ledges to display the poster on the board.

Say:

Let's use the circus poster to play What Would Happen If. . . ? Look at P. Mooney riding his Chaincycle along the wire. (Pause) What would happen if P. Mooney suddenly fell off his Chaincycle?

Encourage discussion of the probable consequences. Continue with the situations listed below. Begin each by asking:

What do you think would happen if . . .

1. the balls the girls are standing on were to burst?
2. the gorilla were to break his chains?
3. the bulldog were to turn around and bite the gorilla?
4. the big firecracker were to go off?
5. the man on the unicycle were to fall into the ring with the elephants?
6. the barbells were to break in half?
7. the bowling pin were to land in the lion's cage?
8. the band were to start playing very, very fast music?
9. the bear were to fall off and the horse were to rear up?
10. the girl riding on the shoulders of the high-wire motorcycle rider were to sneeze?

2. Focus: counting items on the poster "Circus" to answer "how-many" questions

Leave the poster from Activity 1 on display.

Say:

Now let's count some of the things in our circus poster. I will tell you what to count.

After the children have scanned the poster, lead them in counting each of the items listed below. Ask how many of each item they see. They should respond in a sentence such as "There are (four clowns) in this picture."

- | | |
|--------------------------|----------------------------|
| 1. clowns | 6. circus rings |
| 2. elephants | 7. people on the high wire |
| 3. people on the trapeze | 8. things with wheels |
| 4. dogs | 9. people swinging |
| 5. people in the band | |



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: evaluating questions, deciding which are silly, and correcting them

Say:

I have some questions to ask you. Some of them are silly, and some are not. Listen, and answer my questions.

Ask the questions listed below. Each time, the children should respond in unison with sentences such as "Yes, (clowns) are funny" or "No, (bears) do not bark." Then let someone correct the silly sentence by saying, "Bears do not bark; bears growl." Repeat as necessary to ensure that everyone understands each answer before you continue.

- | | |
|----------------------|--------------------------|
| 1. Are clowns funny? | 9. Do whips snap? |
| 2. Do bears bark? | 10. Do balls breathe? |
| 3. Do dogs jump? | 11. Do elephants eat? |
| 4. Do cars think? | 12. Do lions live? |
| 5. Do swings move? | 13. Do bicycles bite? |
| 6. Do horses prance? | 14. Do firecrackers fly? |
| 7. Do gorillas grow? | 15. Do people laugh? |
| 8. Do drums dance? | 16. Do chains cheer? |

2. Focus: talking about the meaning of making a promise and how it feels to have promises broken

Say:

Tell me what it means to make a promise to someone. What does "making a promise" mean?

Encourage the children to discuss what they think a promise is. Then ask:

If someone promised to do something special for you and then didn't do it, how would you feel?

Encourage the children to discuss their reactions to broken promises.



Materials

ACTIVITY 1

Puppets

P. Mooney

Zoey

Thinking hat

ACTIVITY 2

Color Chips

1 chain of 3 to 6 color

chips (assorted colors &

lengths) per child

1. Focus: talking about possible solutions to Zoey's and P. Mooney's problems

Place Zoey (wearing her thinking hat) on your hand and have her say:

P. Mooney and I need your help again today. We have some more problems to solve.

In each case, the right puppet should present the problem and lead the discussion. Have the puppets encourage fun and provide hints to help the children suggest several solutions. Praise all worthy efforts.

1. P. Mooney: **Some friends of mine have asked me to help them make a playhouse. Tell me some ways we might do so.**
2. Zoey: **I have a sick friend who must stay in bed for a week. But staying in bed with nothing to do is very boring. What are some things my friend might do to make the time seem to go faster?**
3. P. Mooney: **I want to surprise my friends at a party by dressing to look like a scary monster. Please tell me how I could make myself look monstrous.**
4. Zoey: **The leaves are dropping off the trees everywhere. There are many colored leaves on the ground. Tell me different ways I might gather up the leaves.**
5. P. Mooney: **One day as I was riding my Chaincycle across the hills to visit a friend, the chain on my Chaincycle broke. Tell me some other ways I might have gotten to my friend's house.**
6. Zoey: **Next Saturday morning I want to make chocolate-chip cookies, but the chocolate chips are on a very high shelf in the kitchen. How might I get them down from the shelf?**

7. P. Mooney: One day the rain was coming down very fast. I looked everywhere, but I couldn't find my raincoat. Tell me how I might have gone out into the rain without getting wet.
8. Zoey: While I was at the fair, my ring came off my finger and rolled away. It rolled and rolled and stopped on the other side of a tall fence. Please tell me how I might have gotten my ring back.

2. Focus: counting three to six chips in color chip chains, and then brainstorming items of the same color

Being sure to use all eight colors, make the chains listed under Materials, having about an equal number of each length of three to six chips, and put the chains into the bag.

Put on the bag. Each child you call on should withdraw a chain and count the chips aloud for the group. When everyone has had a turn, ask the children who have them to hold up the red chips in their chains. Then say:

Now let's each name something red.

Keep the pace lively and encourage the children not to repeat items. Give everyone at least one turn. Repeat this procedure for the remaining seven colors.

252



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about words that sound the same but have different meanings

Say:

Let's talk about some more words that are pronounced the same but have different meanings. Tell me what word sounds the same in both these sentences:

1. We went to *watch* the bicycle races.
2. Kenneth got a *watch* for his birthday.

Repeat and help as necessary until they identify *watch* as the common word. Then call on children to give the two meanings of *watch*. Have several others make up sentences for each meaning. Continue as above with these pairs of words and sentences:

1. The *sail* on the boat had a tear in it.
There is a big *sale* at the department store.
2. Sonja *can* roller skate well.
We need a *can* of juice for snack time.
3. It may get very *cold* this winter.
Edward was sick with a *cold* last week.
4. The telephone will *ring* loud enough for you to hear it.
Grace got a *ring* for her birthday.

2. Focus: talking about things one likes to see and touch

Say:

Let's take turns telling what we most like to look at and why. Who wants to start?

Give everyone a turn, and accept all responses. Stress the use of sentences. Continue as above, talking about favorite things to touch.



Materials

ACTIVITY 1

Display Board

ACTIVITY 2

Manikin, Movable

None

1. Focus: imitating the position of the movable manikin, and then considering actions possible from that position

Set up the board and place the movable manikin upon it.

Stand beside the board, with the children standing facing it. Say:

Please watch the manikin to see what it does. You are to do the same thing the manikin is doing.

Put the manikin into one of the positions given below, and invite the children to imitate it. Then call on children to tell what they could do in that position, asking, "What might you be getting ready to do now, (Mario)?" Encourage them to think of many possibilities.

Suggested positions and actions:



stretching
reaching a high shelf
falling
hanging



rowing a boat
exercising
tying shoes
polishing shoes



diving
sunbathing
floating
sleeping



leaping
dancing
kicking



running a race
jumping over something
walking fast



swimming



VARIATION: Have the children perform or pantomime all the actions they suggest.

2. Focus: listening to three words and deciding whether they rhyme

Say:

Let's play a rhyming game. I will say three words. Sometimes the three words will rhyme; they will all end with the same sound. But sometimes they will not rhyme. Listen carefully and tell me whether the words rhyme with one another.

Say the following groups of words in turn. The children should answer in unison with the sentence "Yes, those words rhyme" or "No, those words do *not* rhyme." Occasionally call on individual children to respond.

- | | |
|------------------------|------------------------|
| 1. ball, tall, call | 10. red, lead, fed |
| 2. can, tan, pan | 11. but, cut, rut |
| 3. brush, bread, brave | 12. cake, take, make |
| 4. pie, lie, die | 13. glad, glass, glove |
| 5. bug, tug, rug | 14. cheek, week, leak |
| 6. tar, bar, car | 15. free, key, me |
| 7. bun, bill, big | 16. card, guard, lard |
| 8. smack, crack, rack | 17. hide, ride, tide |
| 9. heel, peel, meal | 18. join, joke, juice |

VARIATION: To make the activity *harder*, increase the speed of presentation and/or the number of words in each series.



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories

11 118 190 219
12 123 194 221
15 137 200 254
25 142 204 261
29 149 205 265
30 153 210 268
33 168 212 272
34 170 214 274
38 173 216 282
98 184 217

Display Board
2 ledges

ACTIVITY 2

None

1. Focus: making up and telling short stories from three pictures

Display cards 30, 142, and 205 on the board. Arrange the remaining cards in groups of three, as indicated below.

Point to the cards on display and say:

Let's make up stories about this group of three pictures. Listen to my story about the rabbit, the lettuce, and this boy.

Make up a short story like this one: "The boy watched the rabbit nibble some lettuce." Call for other stories using these three pictures. Then have the children take turns making up stories about the groups of cards listed below.

1. 194•tool set, 216•tree house, 214•man
2. 210•fire fighter, 168•iron, 221•older woman
3. 11•cow, 118•milk, 173•pail
4. 265•wagon, 212•grocer, 149•pumpkin
5. 217•police officer, 219•toddler, 272•car
6. 282•pickup truck, 15•elephant, 25•lion
7. 254•swing, 34•squirrel, 12•dog
8. 274•helicopter, 216•nurse, 33•spider
9. 204•boy, 98•cake, 170•knife
10. 29•puppy, 153•bathtub, 184•soap
11. 123•apple pie, 38•worm, 137•apple
12. 190•telephone, 268•ambulance, 200•acrobat

2. Focus: talking about what might be inside an imaginary box

With the children seated in a circle with you, say:

Imagine there is a box here in the center of our circle. (Point) The box could be very small, or it could be very large. (Demonstrate) Inside the box is something very surprising. What do you think it might be?

The children are to take turns answering in sentences such as "I think there might be a baby dragon inside that box." Encourage unusual and imaginative answers.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 6

ACTIVITY 2

None

1. Focus: thinking about "who might say that" on the poster "Town in Fall"

Use the ledges to display the poster on the board.

Point to the poster and say:

Look at all these people and animals. I will say a sentence that one of them might say. Please try to figure out who might be speaking. Who might say, "I got this helmet for my birthday"? (Discuss) Yes, you are right. The boy holding the helmet might say that.

Have someone repeat, "I got this helmet for my birthday," as he or she points to the boy on the poster. Then continue with these statements:

1. "These windows are really dirty!"
2. "I am going to be in a wheelchair race tomorrow."
3. "I can't fly very far without more wind."
4. "Your teeth look very healthy, Mr. Lamb."
5. "Would you like some freshly baked cookies?"
6. "There is a picture of me on the sports page!"
7. "I wish I could cross the street on my skates."
8. "When I fly over the town, I will wave to the people."
9. "I hope I don't spill any of this paint."
10. "The air smells so good. I wish I could see the pretty leaves."
11. "I really like ice cream."
12. "Oh, dear, the mail will not be picked up until 5:00."
13. "Whee, look at my paper airplane fly!"
14. "Don't cut it too short, please."
15. "This bag of groceries is heavy."
16. "What is the price of your potatoes, Mr. Coles?"
17. "You had better run fast, cat, or I will catch you."
18. "This rake works well."

VARIATION: To make the activity *harder*, whisper statements for individuals to present to the class.

2. Focus: evaluating questions, deciding which are silly, and correcting them

Say:

Now I have some questions to ask you. Some of them are silly, but some are sensible. Listen carefully. When a question is sensible, say, "Yes." If it is silly, say, "No," and tell us why. Raise your hand if you are ready to answer.

Call on children to answer these questions:

- | | |
|---------------------------|----------------------------|
| 1. Do wheelchairs waddle? | 11. Do tricycles roll? |
| 2. Do balloons fly? | 12. Do leaves fall up? |
| 3. Do pumpkins prance? | 13. Do streets shiver? |
| 4. Do rakes roar? | 14. Do newspapers fold? |
| 5. Do dogs chase? | 15. Do awnings argue? |
| 6. Do ladders lean? | 16. Do roller skates spin? |
| 7. Do trucks turn? | 17. Do dentists drill? |
| 8. Do mailboxes sing? | 18. Do bicycles fly? |
| 9. Do barbers cut? | 19. Do airplanes land? |
| 10. Do painters paint? | 20. Do lampposts leap? |

VARIATION: To make the activity *harder*, call on individuals to present similar questions of their own.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Foods

100 113 122 131

104 114 124 132

108 119 125 133

112 121 128 134

1. Focus: brainstorming body parts, clothing, and household items

Say:

Let's see how fast you can name clothing, body parts, and household items. Name (four body parts), (LaShonda).

Continue with other children. Always give the child's name last. Praise all reasonable efforts.

VARIATIONS: To make the activity *easier* or *harder*, ask for fewer or more than four items per turn.

OPTIONAL: Tally responses for each of the three categories. End by having the children count and discuss the responses in each group.

2. Focus: using *full* and *empty* to complete sentences that stress *before* and *after*

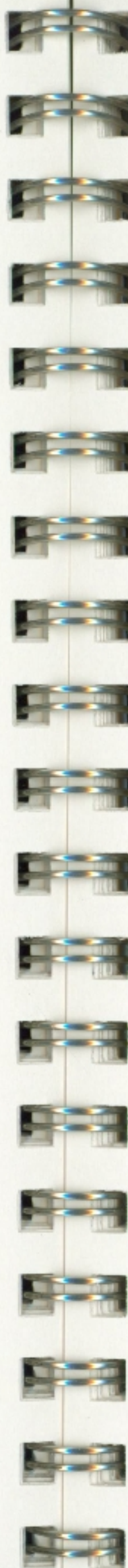
Stack the 16 food cards in numerical order.

Show card 100 as you say:

I am going to say part of a sentence about this picture. Please complete this sentence for me: "Before I ate my breakfast, this bowl of cereal was full. But after I ate, the bowl was (Pause for unison response) (empty)." That's right; the bowl was empty after I ate. Does this picture show the bowl before or after I ate, (Alfredo)? Yes! The picture shows the bowl of cereal before I ate.

Continue as above with the remaining 15 cards, calling on one child to complete the sentence, and on another to answer the question.

VARIATION: To make the activity *harder*, whisper statements for individuals to present to the class.



1. 104•After the family ate lunch, this package of crackers was empty. But before lunch, the package was _____.
2. 108•Before these greens were cooked, this bowl was empty. But after the greens were cooked, the bowl was _____.
3. 112•Before the beekeeper gathered the honey, this jar was empty. But after the beekeeper gathered honey, the jar was _____.
4. 113•After the hot dog was cooked, this roll was full. But before the hot dog was cooked, the roll was _____.
5. 114•Before I dropped this ice cream, this cone was full. But after I dropped it, the cone was _____.
6. 119•Before I drank the chocolate milk, the glass was full. But after I drank it, the glass was _____.
7. 121•Before we cooked the pancakes, this plate was empty. But after we cooked them, the plate was _____.
8. 124•Before the movie, the bag of popcorn was full. But after the movie the bag was _____.
9. 125•After lunch, the potato chip bag was empty. But before lunch, the bag was _____.
10. 128•Before the rice was cooked, the bowl was empty. But after the rice was cooked, the bowl was _____.
11. 131•After I drank the soda pop, the bottle was empty. But before I drank the pop, the bottle was _____.
12. 132•After I filled the bowl with soup, the bowl was full. But before I filled it, the bowl was _____.
13. 133•Before dinner, the plate of spaghetti was full. But after dinner, the plate was _____.
14. 134•Before the man filled the taco shell, it was empty. But after he filled it, the shell was _____.

VARIATIONS: To make this activity *easier*, omit the question about whether the picture shows the item before or after. To make it *harder*, omit the final word in the first sentence and have the children complete both sentences in each pair.



Materials

ACTIVITY 1

Cards People

202 211 215 220
204 214 219 221
205

Display Board 6 ledges

Teacher provides
Blank cassette (optional)
Tape recorder (optional)

ACTIVITY 2

Cards People

(same as for Activity 1)

Display Board 6 ledges

1. Focus: describing the actions of people, and then making up short stories about the people

Display the nine people cards on the board.

Say:

Look at these pictures of people. You are to tell what each of them is doing.

Call on children to name the actions of each person shown. Then say:

Now let's make up stories about these people. You may each choose someone to tell a story about.

Give everyone a turn, and stress the use of sentences. The cards may be chosen more than once. Help as necessary with questions about the person and about what may have preceded and followed the pictured activity.

OPTIONAL: Record the stories, and play them back at the end of the activity. Ask the children to identify the speaker and the card being discussed.

2. Focus: describing people cards from memory

Leave the cards from Activity 1 on display.

Point to the cards on display and say:

Now let's play a remembering game. Look at all of the people on these cards while I count from one to 10. When I say "10," I will turn over a card and then ask you to tell all you can remember about that person. Try to remember what work the person does, what he or she is wearing and doing, and what the person looks like. Let's start!

Slowly count from one to 10 as the children scan the cards. Then turn a card over, and have several children each name one or two things about it. When the main characteristics have been identified, continue with other cards. If feasible, continue until all cards have been described and everyone has participated.

VARIATION: To make the activity *easier*, have the children cover their eyes. Then turn over a card and have someone name the missing picture. Rearrange the cards between turns.

OPTIONAL: Let the children take turns counting to 10 and turning over a card for others to describe.



Materials

ACTIVITY 1

Color Chips

1 of each color

ACTIVITY 2

None

1. Focus: identifying colors from rhyming words

Link the eight chips into a chain.

Hold up the chain and say:

We are going to play a rhyming game about colors. First let's all name the colors in this chain.

Point to each chip in turn as the children name the colors individually or in unison. Lay the chain aside. Have the children respond in unison to these questions:

What color rhymes with . . .

- | | | |
|-----------|----------|-----------|
| 1. head? | 4. shoe? | 6. stack? |
| 2. jello? | 5. town? | 7. bite? |
| 3. Jean? | | |

Then say:

One of the colors did not have a rhyming word. What color was it?

If no one names *orange*, hold up the chain and remove the corresponding chips as you ask the questions again. Then point out that there is no word that rhymes with orange. Repeat the questions in random order for individuals to answer. When everyone has had a turn, say:

Now I will say the names of colors. Tell me some words that rhyme with each color.

Call on children to name rhyming words for every color but orange. Help as necessary, so everyone responds correctly at least once.

2. Focus: using groups of two words to make funny sentences

Say:

Let's take turns making up funny sentences that will make everyone laugh. I will go first. My two words are *jaws* and *whale*. I will try to make you laugh.

Make up a humorous sentence such as "I tried to eat a whale, but my jaws were too small." Then have the children take turns doing the same with the following word groups. If necessary, use the word list again to give each child a turn. Encourage the children to construct ridiculous sentences that may promote laughter in the group.

- | | |
|-----------------------|-------------------------|
| 1. kangaroos, knees | 7. giraffe, shoulder |
| 2. mosquito, ankles | 8. bear, waist |
| 3. turtle, toes | 9. monkey, elbows |
| 4. hippopotamus, hips | 10. caterpillar, wrists |
| 5. snake, head | 11. sharks, fingers |
| 6. worm, neck | 12. fish, arms |



Materials

ACTIVITY 1

Display Board
2 ledges

Magnetic Shapes
5 medium circles
5 medium rectangles
5 medium squares
5 medium triangles

ACTIVITY 2

Cards
People
224

1. Focus: classifying magnetic shapes into various groups, and then counting and describing the items in the group

Place the ledges vertically to separate the left two-thirds of the board from the right one-third. Put the shapes onto the left side.

Say:

Let's see how many ways we can group the magnetic shapes. Find all the shapes that are black, (Basil). Put them over here. (Point to right side of board)

When the four black shapes have been moved, call on children to answer these questions:

1. How many shapes are in this group?
2. What are the names of the shapes in this group?
3. How many (circles), (squares), (triangles), and (rectangles) are in the group?
4. There is one thing about everything in this group that is the same. What is it?

Continue as above with the groupings listed below. Make sure everyone participates at least once.

1. all red shapes
2. all green shapes
3. all blue shapes
4. all yellow shapes
5. all shapes with straight sides
6. all shapes with curved sides
7. all shapes with four sides
8. all shapes with three sides

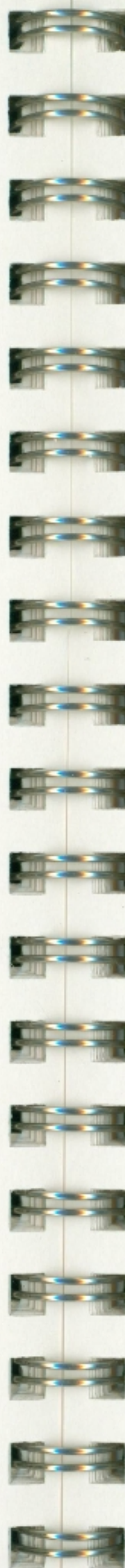
2. Focus: imagining and talking about what might make someone sad

Show card 224 and say:

Let's imagine that this girl is a friend of yours. Pretend she told you what happened to make her look so sad. When I call on you, tell us what happened to her.

Have several children relate the imagined sad event. Accept all responses.

VARIATION: To make the activity easier, start various sad stories and call on individuals to complete them.





Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: answering questions about whether objects are long or tall

Say:

Today let's talk about the words *long* and *tall*. What does the word *long* mean? (Discuss) When something is *long*, one end of it is far from the other end. What does the word *tall* mean? (Discuss) Yes, if something is *tall*, it stands high up from the ground.

When the children seem to understand, continue:

Now I will ask you some questions about whether certain things are long, or tall. Some things are both long and tall. Let's begin. Is a flagpole long, or is it tall, (Evelyn)?

Have individuals respond in sentences. Always say the child's name at the end of your question. Present such items as these:

- | | |
|-----------------------------------|----------------------------|
| 1. snake (long) | 11. tree (tall) |
| 2. lamppost (tall) | 12. bridge (long and tall) |
| 3. wall (tall and long) | 13. giraffe (tall) |
| 4. flagpole (tall) | 14. river (long) |
| 5. train (long) | 15. street (long) |
| 6. pile of blocks (tall and long) | 16. alligator (long) |
| 7. line of traffic (long) | 17. sunflower (tall) |
| 8. elephant's trunk (long) | 18. necklace (long) |
| 9. tower (tall) | 19. banana (long) |
| 10. scarf (long) | 20. caterpillar (long) |

OPTIONAL: Also have the children demonstrate the length or height of the items by using their arms and bodies.

2. Focus: imagining and talking about having arms longer than one's legs

Say:

Let's imagine that our arms are very, very long. In fact, they are even longer than our legs. Let's talk about what it would be like if our arms were longer than our legs.

Encourage the children to discuss their ideas. If necessary, ask what type of clothing they would need, what activities they could or could not do, and how they would adjust to the situation. End by having the children consider whether it would be better to have arms longer than legs.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

Cards
Vehicles
267-283

Display Board
6 ledges

ACTIVITY 2

None

1. Focus: naming parts of vehicles, and then classifying vehicles by their parts

Set up the board and stack the 12 transportation cards, with card 269 on top.

Show card 269 and say:

Look at this picture of a bicycle, and name all the bicycle parts you see.

The various children you call on should name and point to bicycle parts such as wheels, handlebars, seat, and pedals. When the vehicle has been fully discussed, place the card on the board. Continue with the remaining cards, encouraging everyone to take a turn. Then point to the 12 cards on the board and say:

Now look at all these ways to travel. Find all the vehicles that have engines.

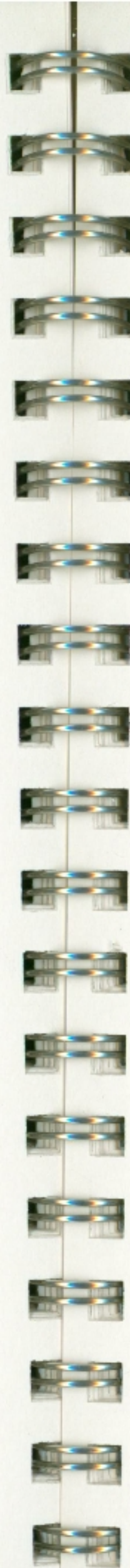
When the children have done so, continue by asking them to find all items with the following:

- | | | |
|-----------|---------------|---------------|
| 1. wheels | 6. oars | 10. rear-view |
| 2. pedals | 7. handles | mirrors |
| 3. seats | 8. propellers | 11. bumpers |
| 4. wings | 9. doors | 12. signs |
| 5. sirens | | |

2. Focus: remembering and repeating a whispered message about things seen on a bus trip

Have the children line up. If there are more than 10 children, have them form two lines of about equal length. Say:

Imagine we are on a bus trip. As we ride along the road, we see many interesting sights. Let's send messages about what we see on the bus trip. I will whisper the first message.



Whisper to the child who heads the line, "On the bus trip, I saw a bird, an alligator, and a man in a wheelchair." That child then whispers the message to the next child, and so on down the line. The last child in the line is to say the message out loud. Then have the group compare this message with the one they heard. The last child may then head the line. Whisper a new message to that person about three sights seen on the bus trip, and continue as above.

VARIATIONS: To change the level of difficulty, increase or decrease the number of items the children must remember.



Materials

ACTIVITY 1

Cards

Toys
227 236 247 255
232 242 250 260
235 246

ACTIVITY 2

Sound Book 3

Page 8, bands 1-7
Page 9, bands 1-5

Teacher provides

Record player

1. Focus: counting and naming items pictured on toy cards, and then grouping the cards by the number of items shown

Stack the 10 toy cards in numerical order.

Hold the cards and say:

Tell me how many different things you see in each of these toy cards, and then name the items.

Show the cards in order, one at a time. Each child you call on should describe the pictured items in a sentence such as "There are three different things in this picture: a rake, a shovel, and a hoe." Give everyone a turn. If there are more than 10 children, reuse the cards. End by displaying all the pictures upon the floor or chalkledge. Then have the children group the cards by the number of items in each picture, as listed below:

Two Items

235•boy doll and girl doll
236•drum and drumsticks
242•pail and shovel
246•race cars and race track

Three Items

247•rake, shovel, and hoe

Four Items

250•sandbox, sand, shovel, and pail

Six Items

227•paint box, paint brush, chalk, chalk box, crayons, crayon box
260•engine, coal car, boxcar, caboose, tracks, railroad-crossing sign
255•cups, saucers, teapot, lid, sugar bowl, creamer

Ten Items

232•case, eyeglasses, stethoscope, hypodermic needle, thermometer, tongue depressor, microscope, scissors, pill box, headlight

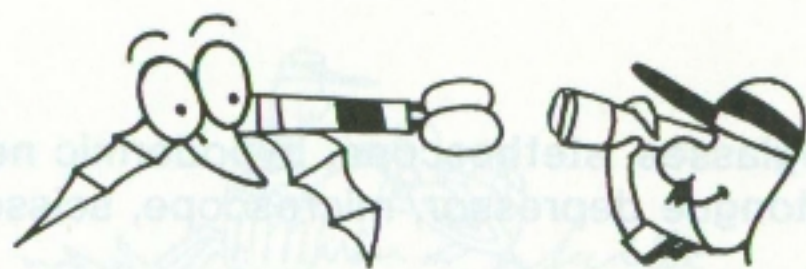
2. Focus: listening to each of the "Sounds of Toys" and describing the toys without naming them

Say:

Now we are going to listen to some sounds of toys, one sound at a time. Don't say the name of the toy you hear. When I call on you, describe the toy without naming it. Then everyone else will decide whether you described the correct toy.

Play band 1 on page 8. The child you call on should describe the toy in sentences such as "I hear a round rubber toy. It is a toy that bounces. You can play with this toy indoors and outside." Give clues to help the speaker describe the toy in detail. Then have the group decide if the correct toy has been described. Continue in this way with the remaining bands.

VARIATION: To make the activity *easier*, describe the toys yourself, being right about half the time. Have the children tell whether your descriptions are correct and why.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about body parts that are jointed, and then moving them

Have the children stand around you. Ask:

What is a joint? (Discuss) Yes, a joint is the place where two things or two parts are joined. Look at your wrist, where your hand and arm are joined. See how your hand can move where the joint is? (Demonstrate) Now let's talk about other joints in our body that allow us to bend, turn, and move. Name another joint, and show us how it moves, (Gavin).

Lead the discussion and, as necessary, suggest these jointed body parts:

- | | | |
|------------|----------|--------------|
| 1. ankles | 4. jaws | 7. shoulders |
| 2. elbows | 5. knees | 8. toes |
| 3. fingers | 6. neck | |

2. Focus: using groups of three words to make funny sentences

Say:

Let's make up funny sentences and try to make the others laugh. I will take the first turn. My three words are *pudding*, *prince*, and *porpoise*. I will try to make you laugh.

Make up a humorous sentence such as "The prince ate the pudding, and then the porpoise ate the prince." Then have the children take turns doing the same with the following word groups. Try to give everyone a turn, even if you must repeat or add word groups.

1. clown, climb, clock
2. glue, gloves, garden
3. taxi, table, terrible
4. breakfast, brother, beast
5. detective, diamond, dinosaur
6. nest, neighbor, needle

7. mittens, mice, mistake
8. ladder, lake, lady
9. wagon, wave, world
10. grasshopper, groceries, growl

VARIATION: To make the activity easier, use groups of two words.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

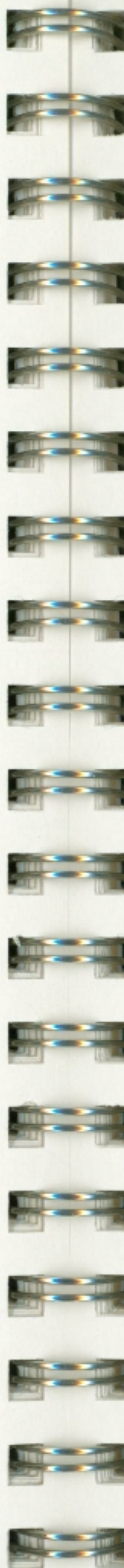
1. Focus: predicting and talking about what might happen, and completing short stories

Say: *the children stand around you. Ask:*

Let's do some thinking. I will start a very short story and then ask you to tell me what might happen.

Present the following situations, one at a time. Let several children respond to each in sentences. Then finish each story by paraphrasing one or more of the endings suggested by the children, stressing correct verb forms.

1. Willie Mae went to school. It was her first day at school. She started to cry. What do you think happened?
2. Two boys were feeding the fish pieces of bread. One boy dropped his loaf into the pond. What do you think happened?
3. Russell took his brother's paints and crayons. He did not ask his brother. What do you think happened?
4. One night a large mosquito was buzzing around the room. Warren was in his bed. What do you think happened?
5. The television in Sumiko's house broke. The television repairman came and could not fix it. What do you think happened?
6. Conrad was going to a birthday party for his very best friend. He put on one shoe. But he could not find the other shoe. What do you think happened?
7. A car knocked down the sign which said "Bus Stop." The next morning, Melanie started walking to catch the bus to school. What do you think happened?
8. Luke was blind and had a guide dog. The dog went to school with him every day. One day the dog was very sick. What do you think happened?
9. The baby was sitting on the floor while Mother was washing clothes. The cabinet door was open. What do you think happened?



10. Rosa was using a hose to put water into a bucket. She wanted to water the new apple tree her father had planted. But the hose had a hole in it. What do you think happened?

2. Focus: listening to groups of four words, and deciding whether they rhyme

Say:

Let's play our rhyming game again. I will say four words. Sometimes the words will be rhyming words; they will sound alike. But sometimes the four words will not rhyme. Listen carefully and tell me whether the words rhyme.

Use the word groups listed below. Individuals or the group should answer by saying, "Yes, those words rhyme" or "No, those words do *not* rhyme." Stress the use of *not*.

1. sat, pat, cat, fat
2. can, tan, man, ran
3. big, bug, beg, bag
4. take, cake, make, rake
5. hot, not, got, cot
6. came, cane, come, crown
7. cold, mold, scold, told
8. see, tree, free, me
9. get, let, net, set
10. water, winter, waiter, wonder
11. bed, led, fed, Ted
12. fan, can, Dan, man
13. find, bind, kind, blind
14. just, rust, must, dust
15. join, Judy, jello, jolly
16. pail, jail, mail, sail
17. hold, cold, mold, sold
18. may, Ray, say, hay

VARIATION: To make the activity *harder*, increase the speed of presentation and/or the length of each word group.



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories

3	121	161	205
11	123	168	208
20	132	169	210
53	137	174	213
99	144	180	216
106	151	181	217
110	153	189	273
111	154	195	277
112	156	196	280
117	158	201	281
118			

ACTIVITY 2

None

1. Focus: talking about the relationship between two pictures

Stack the 41 picture cards in the order indicated below, with 195 and 196 on top.

Hold the cards and say:

Let's play a thinking game. When I show you two pictures, try to figure out how they go together. Let's try one. (Show cards 195 and 196) How do these two things go together? (Pause) Yes, a tube of toothpaste and a toothbrush are both used to clean teeth.

Repeat this procedure, showing the cards in the following pairs. Have individuals answer in sentences. Make sure everyone understands the relationship between the two objects in each pair.

1. 20•hen, 106•fried eggs
2. 110•hamburger, 111•raw hamburger
3. 53•pajamas, 154•bed
4. 168•iron, 169•ironing board
5. 3•bee, 112•honeycomb
6. 181•sewing machine, 180•scissors
7. 174•frying pan, 121•pancakes
8. 273•police car, 217•police officer
9. 153•bathtub, 184•hand soap
10. 99•candy, 205•child
11. 117•orange juice, 144•oranges
12. 213•mail carrier, 281•mail truck
13. 201•astronaut, 277•space capsule
14. 11•cow, 118•milk

15. 208•doctor, 216•nurse
16. 123•apple pie, 137•apple
17. 156•brush, 161•comb
18. 280•fire truck, 210•fire fighter
19. 189•kitchen table, 158•chair
20. 151•tomato, 132•soup

2. Focus: answering riddles with body part names that have more than one meaning

Say:

Some words have more than one meaning. Today I will say some riddles about the body parts whose names also mean something else. Raise your hand if you have the answer to a riddle. Usually there is more than one good answer.

Use the list below as you ask each time, "What has (hands) but is not a person?"

1. hands (clock, watch)
2. a back (chair, book)
3. legs (chair, table, pants)
4. heels (shoes, socks, loaf of bread)
5. fingers (gloves)
6. eyes (potatoes, needles, hurricane)
7. a coat (animals)
8. teeth (comb, rake, saw)
9. ears (corn)
10. nails (animals, tool box)
11. skin (animals, fruits, and vegetables)



Materials

ACTIVITY 1

None

ACTIVITY 2

Puppets
P. MooneyTeacher provides
Blank cassette (optional)
Tape recorder (optional)

1. Focus: comparing two items by telling how they are the same and how they are different

Say:

I am going to name two things. Tell me how they are the same and how they are different. Bird and fish; how are a bird and a fish the same?

Call on individuals until several characteristics have been named and used in sentences containing the words *same* and *because*. Then continue:

Yes, a bird and a fish are the same, because (they are both alive) and (they are both animals). Now tell me ways in which a bird and a fish are different.

Several children should answer in sentences stressing *different* and *because*. Then review by saying:

A bird and fish are different, because (a bird flies and a fish swims); and a fish and a bird are different, because (a fish has scales and a bird has feathers).

Continue with these pairs of words:

- | | |
|------------------------|--------------------|
| 1. butterfly, worm | 6. car, ship |
| 2. ring, necklace | 7. meat, milk |
| 3. swimsuit, snowsuit | 8. blocks, tea set |
| 4. stove, refrigerator | 9. man, baby |
| 5. bed, chair | 10. glass, plate |

2. Focus: talking about what one would like to pull from the P. Mooney bag

Hold the puppet and say:

Now let's imagine that you could ask P. Mooney to pull anything you wanted out of his P. Mooney bag. What is pulled out can be any size. Think what it would be, and take turns telling him in a sentence.

Let everyone hold P. Mooney and tell him what to pull from the bag. Stress the use of sentences.

OPTIONAL: Record each child's response and replay the tape as you ask the group to identify each voice.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying words in which the beginning sound, *n*, is separated from the rest of the word

Say:

Today we are going to make words out of sounds. Listen to this sound: **n-n-n-n**. (Continue in a humming manner for a few seconds) **Let's make it together.**

Afterwards, call on several children to make the sound. Have them tell what the sound reminds them of. Then say:

Now let's use the **n-n-n-n** sound to make words. After all of you have made the sound, I will add the rest of the word. For example, if you say "**n-n-n-n**" and I say "**ose**," the word we make will be *nose*. Let's begin.

Each time the class says "**n-n-n-n**," add one of the word parts listed below and ask, "What word is that?" Let either the class or individuals answer. Help as necessary.

- | | | |
|------------------------|-----------------|-------------------|
| 1. -ine | 8. -ot | 15. -obody |
| 2. -ew | 9. -oon | 16. -ight (night) |
| 3. -ever | 10. -one (none) | 17. -oise |
| 4. -o | 11. -est | 18. -ow |
| 5. -ees (knees) | 12. -ut | 19. -ice |
| 6. -ife (knife) | 13. -ewspaper | 20. -othing |
| 7. -uckle
(knuckle) | 14. -ext | (nothing) |

2. Focus: talking about things one likes to smell

Say:

One of the words we made with the **n-n-n-n** sound is the body part we use to smell. What is that word?

Now let's imagine that you could ask P. Mooney to pull anything you wanted out of his P. Mooney bag. What is pulled out can be any size. Think what it would be, and take turns telling him in a sentence.

When the children have identified *nose*, continue:

Now let's talk about things we like to smell. We will take turns naming our favorite smells. I will start. The smell I like best is (a rose). Smelling (roses) makes me think of (beautiful flowers).

Have the children, in turn, name their favorite things to smell. Accept all reasonable responses, and stress the use of sentences.



Materials

ACTIVITY 1

Cards
People
200-221

Display Board
2 ledges

ACTIVITY 2

None

1. Focus: making up and telling stories about pairs of pictures of people

Stack the 22 people cards in pairs, using this order: 211, 214; 207, 215; 204, 217; 206, 219; 212, 218; 201, 205; 202, 220; 203, 200; 213, 221; 208, 209; 210, and 216. Set up the board, and display cards 211 and 214.

Say:

Let's make up stories about the two people on these cards. (Point) When I call on you, you may tell your story to the rest of the group.

Give the children a little time to think. Then call on several to tell a short story about the girl and the man. Continue with the remaining 10 pairs of cards. Try to give everyone a turn, helping as necessary.

OPTIONAL: Summarize each child's story.

2. Focus: talking about how friends make one happy and telling how one makes a friend laugh

Say:

Let's talk about how our friends make us feel happy. When I call on you, tell me one thing a friend has done that made you feel happy.

Call on everyone in turn. Encourage the children to listen and not repeat others' ideas. Then continue with this question: "What are some of the ways we can make a friend laugh?" Have the speaker demonstrate when possible. Encourage the children to accept and express themselves freely.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying which of three words does not belong in a category, and telling why

Say:

Let's play a thinking game. I will name three things: bread, plate, and jam. Which one could you *not* eat? (Pause) Yes, you could not eat a plate. Tell me why. (Encourage several responses) Which of these things could you not wash? (Pause) Yes, you could not wash bread or jam. Why couldn't you?

Continue with the word groups listed below. The children you call on should respond in sentences.

Say:

1. hat
gloves
milk
2. broom
mop
book
3. bird
mosquito
candle
4. bracelet
earring
ears
5. wagon
tricycle
airplane
6. chair
roof
table

Ask:

**Which of these things could you *not* wear?
Which of these things could you *not* drink?**

**Which of these things could you *not* read?
Which of these things could you *not* clean with?**

**Which of these things *cannot* fly?
Which of these things *cannot* make light?**

**Which of these things *cannot* hear?
Which of these things are *not* jewelry?**

**Which of these things does *not* travel on the ground?
Which of these things does *not* travel in the air?**

**Which of these things could *not* be found in your home?
Which of these things could *not* be found on top of your home?**

7. ship
school bus
rowboat
Which of these things could *not* be found in the water?
Which of these things could *not* be found at the school?
8. barn
house
train
Which of these things could you *not* travel in?
Which of these things are *not* buildings?
9. brush
shoelace
comb
Which of these things could *not* be used to fix your hair?
Which of these things could *not* be used to tie your shoes?
10. needle
thread
coat
Which of these things could *not* be used to sew a dress?
Which of these things could *not* keep you warm?

2. Focus: brainstorming different ways to protect oneself in rainy and cold weather

Say:

Suppose it were raining very hard. What are all the ways we could protect ourselves from the rain if we had to go out into it?

Call on everyone in turn. Encourage the children not to repeat others' ideas. Continue by asking, "What are all the ways we could dress to keep warm in cold weather?"

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Materials

ACTIVITY 1

Sound Book 3
Page 6, bands 1-7
Page 7, bands 1-3

Teacher provides
Record player

ACTIVITY 2

None

1. Focus: listening to and making up stories about each of the "Sounds of People – Actions"

Say:

Let's listen to some sounds people make when they do certain actions. First decide what the sound is, and then make up a short story about what might be happening.

Play the sounds, one at a time. After each, ask the group to identify the sound, and then have several children each tell a short story about the sound. Encourage imaginative responses. Try to give everyone a turn.

2. Focus: brainstorming different times when one would perform certain actions

Say:

Now let's think of all of the times when we might clap our hands. Tell me when you might clap your hands, (Sylvia).

Continue until the children run out of ideas. Then repeat the procedure with such actions as these:

- | | | |
|-----------------|-----------|-------------|
| 1. cough | 5. laugh | 9. shove |
| 2. cry | 6. run | 10. walk |
| 3. snap fingers | 7. sing | 11. whistle |
| 4. hum | 8. sneeze | |

We recommend that you read again Part I of the *Teacher's Guide* at about this point. This should remind you of ways to teach the lessons for maximum efficiency.



Materials

ACTIVITY 1

Cards
Toys
226-266

ACTIVITY 2

None

1. Focus: classifying toys by various characteristics

Arrange all 41 toy cards on the floor or along chalkledges where the children can easily see them.

Point to the cards and say:

Look at all of these pictures of toys. I will ask you to find all the toys with a certain part or which can do a certain action.

Have individuals point out the cards showing toys with the characteristics listed below. Each time, assemble the group of cards, and then call on someone to name the toys again, like this: "The toys that (make sounds) are (drum, guitar, cap gun, piano, robot, top, and whistle)." Rearrange the cards after each group is identified.

Find all the toys . . .

- | | |
|--------------------------------|---|
| 1. that make sounds. | 10. you must blow to make work. |
| 2. that have wheels. | 11. that have more than one part. |
| 3. with ears. | 12. that will slide. |
| 4. with legs. | 13. that will hold other things. |
| 5. that have pictures on them. | 14. that have motors or run on batteries. |
| 6. that can roll. | 15. that have ropes. |
| 7. that you get on. | |
| 8. that you get in. | |
| 9. that go up and down. | |

2. Focus: evaluating questions about toys, deciding which questions are silly, and correcting them

Say:

I am going to ask you some questions about toys. Some of the questions are silly, but some are sensible. If a question is sensible, answer "Yes." If it is silly, say, "No," and tell us why.

Call on children to answer these questions:

- | | |
|--------------------------|--------------------------|
| 1. Do balls bounce? | 11. Do rakes rake? |
| 2. Do ropes jump? | 12. Do shovels dig? |
| 3. Do books read? | 13. Do sleds slide? |
| 4. Do boats sail? | 14. Do pinwheels spin? |
| 5. Do skates roll? | 15. Do wagons roll? |
| 6. Do tunnels tumble? | 16. Do slides slide? |
| 7. Do swings swing? | 17. Do whistles whistle? |
| 8. Do jungle gyms climb? | 18. Do blocks fall? |
| 9. Do robots walk? | 19. Do guitars strum? |
| 10. Do balloons blow? | 20. Do cars race? |





Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
294-303

ACTIVITY 2

Cards
Numerals & Color Shapes
(same as for Activity 1)

1. **Focus: counting from one to 10 the number of shapes on each of the shape cards, and then sequencing them in an ascending and descending number line**

Give 10 children one card apiece. Then say:

If you have a card, stand up. (Pause) Please count the shapes on your card. I will ask each of you how many shapes your card has.

After doing this, continue:

Now let's arrange the cards from one to 10. "Number one," please stand here. (Point to activity area)

Have the 10 children, in turn, line up in numerical order, left to right as seen by the class. They should hold up the cards so the other children may help with sequencing. Then have everyone count aloud from one to 10 as each card is held up high. Continue by giving the cards to 10 other children or by giving different cards to different children. Say:

Now let's start with the number 10 and count backwards. "Number 10," please stand here. (Point to activity area)

Have the 10 children line up in descending numerical order. End by having everyone count from 10 to one as each card is held up.

2. **Focus: counting shapes, and then clapping that number in unison**

Hold the 10 cards, stacked in random order, and say:

When I show you a card, please count to yourself the number of shapes on it. Do not tell anyone the number. Then you are all to clap one time for each shape, and tell me how many times you clapped. Let's start.



Each time you show a card, give the children a few moments to count the shapes silently before they clap and name the number shown. Continue as time and interest permit.

VARIATION: To make the activity *easier*, have the children tell the number before they clap; then count aloud with them as they clap the right number of times. Or call on individuals to clap, and have the group say whether or not that person clapped the correct number of times.



Materials

ACTIVITY 1	ACTIVITY 2
Display Board 4 ledges	Display Board 4 ledges
Poster 3	Poster 3

1. Focus: predicting and talking about "what would happen if. . . ?" using the poster "Department Store"

Use the ledges to display the poster on the board.

Say:

You have seen this poster of the department store before. Look at it again as we play the game What Would Happen If. . . ?

Encourage the children to imagine and describe the consequences of the following situations. Encourage each child to respond, and accept all reasonable answers.

What do you think would happen if . . .

1. the motor controlling the helicopter broke down?
2. the dog got inside the store?
3. someone tried to run down the escalator which was going up?
4. someone threw darts at the balloons?
5. the boy on the down side of the teeter-totter suddenly got off?
6. the boy on the jungle gym fell?
7. the electric power in the entire store stopped?
8. the store closed and some of the people were locked in?
9. a little child got lost from his or her parents?
10. all the toy animals and dolls came to life?

2. Focus: counting items on the poster "Department Store" to answer "how-many" questions

Leave the poster from Activity 1 on display.

Say:

Let's count some of the things in our poster. Please listen carefully and look for what I ask you to count.



Use the questions listed below. Each time, give the children a few moments to scan the poster. Lead them in counting the items in unison. Then call on individuals to answer your question with a sentence such as "There are (four helicopters) in this poster."

How many . . .

- | | |
|-----------------------------------|---------------------------------|
| 1. helicopters do you see? | 8. people are playing? |
| 2. people are on the jungle gym? | 9. things have two wheels? |
| 3. people are eating? | 10. pairs of boots do you see? |
| 4. people are going up? | 11. castles do you see? |
| 5. people are reading? | 12. pairs of skates do you see? |
| 6. people are looking at clothes? | 13. numbers do you see? |
| 7. floors does the store have? | 14. animals do you see? |

1. 21-horse, 64-owl, 252-sled, 29-puppy
2. 261-treehouse, 256-teddy bear, 177-record player, 235-tee set
3. 256-whistle, 213-mail carrier, 221-older woman, 211-girl
4. 257-teeter-totter, 278-camping trailer, 220-woman, 273-police car
5. 274-helicopter, 218-teacher, 23-kitten, 210-fire fighter

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about the most exciting thing that ever happened to one and how one reacted

Sit in a circle with the children and say:

We have talked about things that are funny and things that are frightening. We have also talked about being angry, sad, happy, and surprised. Today let's talk about another feeling: being excited. Think about the things that make you feel excited. Then tell us about the most exciting thing that ever happened to you and how you acted.

Let children, one at a time, describe something very exciting in their own experiences. Encourage them to tell how they act when excited.

2. Focus: brainstorming exciting things to do

Say:

Now let's think of exciting things you would like to do. When I point to you, tell us about one thing you would find very exciting. Try to think of things that have not been said before.

Let each child tell about one exciting activity. If time and interest permit, give everyone a second turn.

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Materials

ACTIVITY 1

Cards
Pictures from Several
Categories

15 191 218 257
17 194 220 261
21 204 221 264
23 205 228 266
29 206 238 270
52 210 251 273
64 211 252 274
177 213 255 278
190 215 256 283

Display Board
2 ledges

ACTIVITY 2

None

1. Focus: making up and telling stories from four pictures

Stack the cards in the order listed below. Display cards 191, 206, 228, and 15 on the board in this order.

Say:

Let's take turns making up the most interesting stories we can about groups of four pictures. (Point to board) Listen to my story about the television, the clown, the ball, and the elephant:

"Last night I saw a television show about the circus. It showed a clown tossing a ball into the air. An elephant got very excited when he saw the clown and the ball. Suddenly the elephant chased the ball and stamped on it. The ball popped with a large bang! Everyone in the audience cheered and clapped."

Let several children make up stories about each group listed below. Make sure everyone has a turn.

1. 21•horse, 64•snowsuit, 252•sled, 29•puppy
2. 261•treehouse, 256•teddy bear, 177•record player, 255•tea set
3. 266•whistle, 213•mail carrier, 221•older woman, 211•girl
4. 257•teeter-totters, 278•camping trailer, 220•woman, 273•police car
5. 274•helicopter, 218•teacher, 23•kittens, 210•fire fighter

6. 283•tow truck, 270•school bus, 194•tool set, 190•telephone
7. 205•child, 264•tunnel, 238•cap gun, 251•roller skates
8. 17•gerbil, 215•older man, 204•boy, 52•overalls

VARIATION: To make the activity *easier*, use sets of only two or three words.

2. Focus: following directions that stress the words *before* and *after*

Have the children stand before you. Say:

Let's play a following-directions game to see if you can remember what the words *before* and *after* mean as you carry out directions.

Give the following and similar directions. Explain, repeat, or demonstrate as necessary to help the children understand *before* and *after*.

1. After you sit down, shake your head.
2. Before you stand up, clap your hands.
3. Before you sit down, turn around twice.
4. After you stand up, stamp your foot.
5. Before you turn around one time, clap your hands.
6. After you sit down, frown a big frown.
7. After you stand up, slide your feet.
8. Before you sit down, swing your arms.
9. Before you stand up, smile a big smile.
10. After you sit down, put your hands on your head.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: deciding which of three words does not belong in a category, and telling why

Say:

I am going to say three words to you. Two of the words go together, but one word does not belong with the other two. Here are the three words: *pig, cow, table*. Which word does not belong? (Pause for unison response) That is right. *Table* doesn't belong with *pig* and *cow*. Why, (Rufus)? (Pause) You are right. A pig and a cow are animals, but a table is not an animal; it is a piece of furniture.

Continue as above with the following groups of three words. The children you call on should respond in sentences.

- | | |
|--------------------------|----------------------------------|
| 1. boots, bear, cap | 12. jeans, jacket, gerbil |
| 2. pie, chair, soup | 13. boy, drum, guitar |
| 3. bus, truck, book | 14. stove, range, pear |
| 4. sheep, shoes, shirt | 15. dentist, car, police officer |
| 5. leg, chalkboard, nose | 16. man, turkey, teacher |
| 6. radio, TV, popcorn | 17. fly, bee, mop |
| 7. clown, bicycle, train | 18. red, snow, blue |
| 8. ring, watch, worm | 19. run, jump, robot |
| 9. nine, red, five | 20. sponge, race, soap |
| 10. ship, rowboat, book | |
| 11. turtle, taco, toast | |

2. Focus: following directions which stress the word *after*

Have the children stand in front of their chairs or seats. Say:

Now we will play a following-directions game to see if you remember what the word *after* means.

Give the following and similar directions. Provide any explanation, repetition, or demonstration needed to ensure that the children know the meaning of *after*.

1. After you sit down, smile a big smile.
2. After you stand up, slide your feet.

3. After you sit down, stamp your feet.
4. After you stand up, jump once.
5. After you sit down, clap your hands.
6. After you stand up, touch the floor with your hands.
7. After you sit down, frown a big frown.
8. After you stand up, turn around twice.
9. After you sit down, put your hands on your head.
10. After you stand up, swing your arms.

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Materials

ACTIVITY 1

Sound Book 1
Page 6

Teacher provides
Record player

ACTIVITY 2

Cards
Stories
419-432

Display Board
6 ledges

Puppets
P. Mooney

Teacher provides
Cardboard "Me" buttons
that will stick to
clothing, 1 per child

1. Focus: listening to the story "P. Mooney and the Kiwi," and answering questions

Say:

Today let's listen again to the story of P. Mooney and the Kiwi. It has been a long time since you heard this story, so listen carefully. Afterwards, I will ask you questions about the story.

Play the recording. Then call on children to answer questions like these:

1. What vehicle did P. Mooney ride to the picnic?
2. What foods did he pull out of his P. Mooney bag?
3. Who said, "I am bigger than an elephant"?
4. The Kiwi said he was smaller than what animal?
5. The Kiwi said he was faster than what animal?
6. The Kiwi said he could jump higher than what animal?
7. When the Kiwi realized that a bird could sing better than he, what did he do?
8. Why did the Kiwi say all of those things?
9. What did P. Mooney do to make the Kiwi feel better?
10. At the end of the story, how did the Kiwi feel and what did he do?

2. Focus: acting out the story "P. Mooney and the Kiwi"

Say:

Now let's act out the story. We will look at the story cards to help us remember what happened.

Place card 419 on the left side of the top row of ledges. Let someone hold the puppet and act out the part of the story shown on the card. Continue by adding one card at a time and calling on

other children to perform. End by having P. Mooney place a "Me" button on each child's chest as he says, "You're important because you are (Abigail Evans)!"

VARIATION: To make the activity *harder*, do not use the story cards.

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: evaluating whether activities take a short or a long time to do

Say:

Today let's think about how long it takes to do things. Watch what I do, and then tell me if it took a long time or a short time. (Clap several times) Did it take me a short time or a long time to clap? (Pause) Yes, clapping takes a short time. Does it take a short time or a long time to build a house? (Pause) Yes, building a house takes a long time. Now I will name some other actions. Tell me whether each of them takes a long time or a short time.

Continue, using the following and similar examples. The children you call on should answer in sentences.

Does it take a long time or a short time to . . .

1. swallow?
2. go from one birthday to the next?
3. jump one time?
4. bounce a ball once?
5. grow old enough to get a job?
6. grow as tall as your parents?
7. turn on a light?
8. clean and straighten up a messy room?
9. snap your fingers once?
10. take a bath when you are very dirty?
11. go to sleep and then wake up in the morning?
12. turn around once?
13. go from winter to summer?
14. sneeze?
15. start the car?
16. get dressed to go outside in cold weather?
17. look at all the pictures in a big book?

2. Focus: counting from one to 10 first slowly and then quickly, and then chanting a counting rhyme

Have the children stand in front of you. Say:

Now let's count from one to 10. We will start counting very slowly, but gradually we will count faster and faster. Make sure you say all the numbers as you keep up with me.

Lead the children in doing this five or six times. Then say:

Now let's learn a new counting rhyme. Listen to the words, and watch what I do. Then we will do it together.

Hold up the right number of fingers as you say this rhyme:

One, two, three, four, five;
Once I caught a fish alive.
Six, seven, eight, nine, ten;
Then I let him go again.

Ten, nine, eight, seven, six;
That fish was in an awful fix.
Five, four, three, two, one;
I let him go out in the sun!

Lead the children in saying the rhyme several times. Check to see that they hold up the correct number of fingers.

OPTIONAL: Call on individuals to perform for the group.

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Materials

ACTIVITY 1

Cards
Animals
1 13 17 31
4 14 23 32
8 15 25 35
12

Display Board
6 ledges

ACTIVITY 2

Cards
Animals
(same as for Activity 1)

Display Board
6 ledges

1. Focus: making adjectives from nouns, and then using these words to describe animals

Stack the 13 animal cards in the order listed below. Set up the board with ledges and display card 1.

Point to the card on the board and say:

We have talked about this bear before. We called it a hairy bear, because it is covered with hair. What kind of a bear is it? (Pause) That's right. It is a hairy bear. Now look at each picture I put on the board and answer my questions.

Display the cards in turn. For each, give the description provided below. Help the children as necessary to answer in unison with sentences such as "It is a (hairy bear)." Leave the cards on the board.

1. 4•This beetle's legs are covered with hair. What kind of legs does the beetle have?
2. 8•This cat has a lot of spots. What kind of cat is it?
3. 12•This dog's hair has lots of waves. What kind of hair does the dog have?
4. 13•This duck is covered with feathers. What kind of duck is it?
5. 14•This duckling is covered with fluff. What kind of duckling is it?
6. 15•This elephant's skin has lots of wrinkles. What kind of skin does the elephant have?
7. 17•This gerbil's nose has lots of whiskers. What kind of nose does the gerbil have?
8. 23•These kittens are covered with fur. What kind of kittens are they?
9. 25•This lion has a mane made out of hair. What kind of mane is it?

10. 31•This rooster's tail is made out of feathers. What kind of tail is it?
11. 32•This sheep is covered with wool. What kind of sheep is it?
12. 35•This toad's skin has lots of bumps. What kind of skin does the toad have?

2. Focus: describing animals by naming four characteristics of each

Leave the cards from Activity 1 on display.

Point to the cards and say:

Now let's describe these animals by telling four things about each of them. First tell what we said about the animal a few minutes ago, and then tell three more things. I will start. (Point to card 1) This bear is hairy and brown and big. It has big claws.

Continue by letting the children each describe an animal. If possible, give everyone a turn.

VARIATION: To make the activity easier, have the children tell only one or two more features of each animal. Stress the use of *and*.

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: using opposites to complete sentences that stress *before* and *after*

Say:

Let's play a thinking game. I will read some sentences, but I will leave off the last word. Listen carefully and tell me what it should be. Here is a hint: The last word should be an opposite.

Have the children complete each of these sentences:

1. After I went through the door, I was *inside*. But before I went through the door, I was _____. (outside)
2. Before I turned on the heater, I was *cold*. But after I turned it on, I was _____. (warm)
3. After we put sugar on the grapefruit, it was *sweet*. But before we put sugar on it, the grapefruit was _____. (sour)
4. Before I started to get up early, I would get to school *last*. But after I started to get up early, I got to school _____. (first)
5. Before I grow up, my parents are *young*. But after I grow up, my parents will be _____. (old)
6. After I climbed on the chair, I could see *over* the table. But before I climbed on the chair, I could see _____ (under) the table.
7. Before the sun came up, it was *dark*. But after the sun came up, it was _____. (light)
8. After I sanded the wood, it was *smooth*. But before I sanded it, it was _____. (rough)
9. Before I cleaned up my room, it was *messy*. But after I cleaned up my room, it was _____. (neat)
10. Before I walked around the house, I was in *back* of it. But after I walked around the house, I was in _____ (front) of it.
11. After I went to bed, I was *asleep*. But before I went to bed, I was _____. (awake)

12. Before I put on the monster mask, I looked *pretty*. After I put on the monster mask, I looked _____. (ugly)
13. After I put my toys in the box, it felt *heavy*. But before I put my toys in the box, it felt _____. (light)
14. After Dad repaired my wagon, it was *fixed*. But before he repaired the wagon, it was _____. (broken)
15. After I tied my shoe, it felt *tight*. Before I tied my shoe, it felt _____. (loose)
16. Before Pablo invited me to his party, I felt *sad*. After Pablo invited me to his party, I felt _____. (happy)
17. Before I used the ruler to draw a line, it was *crooked*. But after I used the ruler to draw a line, it was _____. (straight)
18. After the bird flew away, it was *far* from me. Before the bird flew away, it was _____ (near) to me.

2. Focus: talking about dragons

Say:

Let's think and talk about dragons. Is a dragon a real or an imaginary animal?

Lead a discussion of this imaginary creature. Have the children consider these topics:

1. how a dragon is supposed to look
2. whether it is supposed to have wings
3. what it is supposed to eat
4. where it is supposed to live
5. how it is thought to send fire from its mouth

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about the relationship between two words

Say:

Let's play a thinking game. When I say two words, please try to figure out how they go together. Here are the first two words: *pencil* and *paper*. How do a pencil and a piece of paper go together? (Discuss) Yes, they are both used for writing or drawing. We use a pencil to write or draw on paper.

Continue with the following pairs of words. The children you call on should respond in sentences. Make sure everyone understands the relationships.

- | | |
|----------------------------|----------------------------|
| 1. cow, barn | 11. dog, dog collar |
| 2. cake, oven | 12. horse, apple |
| 3. vase, flowers | 13. gerbil, treadmill |
| 4. straw, soda drink | 14. ambulance, nurse |
| 5. watch, wrist | 15. crayons, coloring book |
| 6. horse, saddle | 16. bear, honey |
| 7. pig, corn | 17. table, chair |
| 8. cereal, bowl | 18. fish, fishing pole |
| 9. seat belt, car | 19. hammer, nail |
| 10. sewing machine, thread | 20. child, ice cream |

2. Focus: following directions that stress the words *before* and *after*

Have the children stand in front of their chairs. Say:

Let's play a following-directions game to see if you remember what the words *before* and *after* mean as you carry out directions. Listen closely and do what I say.

Give the following and similar directions. Explain, repeat, or demonstrate as necessary to help the children understand what *before* and *after* mean.

1. Clap your hands *before* you sit down.
2. Close your eyes *after* you stand up.
3. Blink your eyes *before* you sit down.
4. Jump up *after* you stand up.
5. Turn around *before* you sit down.
6. Snap your fingers *after* you stand up.
7. Say hello *after* you sit down.
8. Stamp your feet *before* you stand up.
9. Hop on one foot *before* you sit down.
10. Clap your hands *after* you stand up.

VARIATIONS: To make the activity *easier*, use only *before* or *after* in all the commands. Example:

1. Clap your hands *before* you sit down.
2. Close your eyes *before* you stand up.

To make it *harder*, call on individuals to give commands. Prompt as necessary.

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Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: thinking and talking about what clothes would be worn in various kinds of weather

Say:

Today let's pretend that the weather is very cold. It is freezing and snowing outside. Tell me in one long sentence three items of clothing you would wear and why.

The children you call on should respond in sentences such as "I would wear a snowsuit, a pair of mittens, and a pair of boots to keep me warm." Stress the correct use of *and* in a series. Continue by asking what clothes they would wear if the weather were . . .

1. hot, with bright sunshine and no clouds in the sky.
2. cool, with very heavy rain and loud thunder.
3. very windy, with tree leaves falling everywhere.
4. very foggy and damp, with gray skies.
5. warm and partly cloudy, with leaves budding on the trees.

VARIATION: To make the activity *easier*, ask for fewer than three items each time.

2. Focus: using groups of three words to make funny sentences

Say:

Let's make up funny sentences from groups of three words. I will take the first turn. My three words are *sing*, *sister*, and *sink*. Here is my sentence: "When I began to sing, my sister fell into the sink."

Call on everyone in turn to make up a sentence from one of the word groups listed below. Add other word groups as necessary.

- | | |
|----------------------------|-------------------------------|
| 1. zebra, zipper, zoo | 5. thunder, thirsty, thumb |
| 2. shadow, shot, sheep | 6. clown, cloud, clock |
| 3. chocolate, chin, church | 7. visit, vegetable, vacation |
| 4. jail, jungle, jump | |

8. dragon, dream, dress
9. spank, spider, spoon

10. parakeet, party, package

VARIATION: To make the activity *harder*, use more than three words.

283



Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
284-293

ACTIVITY 2

None

1. Focus: identifying the numbers one to 10 from rhyming words, and then identifying rhyming words from numbers

Stack the 10 numeral cards in order.

Say:

Let's play a rhyming game with numbers. As I show you the numeral cards one by one, let's all count aloud from one to 10 and then backwards from 10 to one.

Do this with the children. Then ask the following questions. Ask them in sequence first, and have the children respond in unison. Then repeat the questions in random order for individuals to answer. Give everyone a turn.

What number rhymes with . . .

- | | | |
|------------|-----------|------------|
| 1. fun? | 5. live? | 8. weight? |
| 2. blue? | 6. fix? | 9. vine? |
| 3. knee? | 7. Kevin? | 10. when? |
| 4. drawer? | | |

Afterwards, continue:

When I call on you, tell me a word that rhymes with the number I say.

Present numbers from one to 10 in random order. Call on everyone in turn. End by placing all the cards in order, and have the children name them in ascending and descending order.

2. Focus: talking about things one once did but no longer does

Say:

Today let's talk about things we once did but don't do anymore.

Lead the children in discussing what they no longer do because of such changes as being older, living in a different location, changes in family structure, changes in interest, etc. Ask leading questions to encourage everyone to participate. Accept all responses.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: deciding whether certain activities take a year or a second to do

Say:

When we talk about time, we sometimes say it takes us a *second* to do something. Or we may say that something takes a *minute*, an *hour*, a *day*, or even a *year*. Is a *year* a long time, or a short time? (Discuss) Yes, a *year* is a long time. Is a *second* a long time, or a short time? (Discuss) You're right; a *second* is a very short time. Now let's talk about whether certain things take place in a *second* or a *year*.

Have the class respond in unison to each of these questions:

Does it take a second or a year . . .

1. to blink your eyes?
2. to go from one birthday to the next?
3. to jump one time in the air?
4. to go from kindergarten to first grade?
5. to go from one summer to the next?
6. to snap your fingers?
7. to switch on a lamp?
8. to go from one winter to the next?
9. to nod your head?
10. to fall down?
11. for a puppy to grow to be a dog?
12. to stand up?
13. for a calf to grow to be a cow?
14. to grow three inches taller?

2. Focus: thinking of and naming three things from requested categories, and then classifying the items

Say:

Now let's play a thinking game. I will ask someone to tell us three words that go together. Then you are to figure out the word or phrase that describes all three words.

Have someone come to the front. Whisper to that child:

Think of three vehicles, (Elissa). Say the names to the group, and then ask, "What are they?"

When the group has identified the three items as vehicles or ways to travel, continue as above with the categories listed below. Give everyone at least one turn to appear before the class.

- | | | |
|-------------|--------------------|---------------|
| 1. animals | 5. fruits | 8. toys |
| 2. clothing | 6. household items | 9. vegetables |
| 3. colors | | 10. vehicles |
| 4. foods | 7. numbers | |

VARIATIONS: To make the activity *easier*, whisper three words to each child standing before the group. To make it *harder*, request more than three words per turn.

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Materials

ACTIVITY 1

Cards
Clothing
39-73

ACTIVITY 2

None

1. Focus: classifying clothes by various characteristics

Arrange the 35 clothing cards on the floor or along chalkledges where the children can easily see them.

Point to the cards and say:

Look at all of these pictures of things to wear. I will ask someone to find items of clothing that are the same in some way. When I call on you, name all the things that belong in the group I mention, and tell why they do. Then you are to put those cards here. (Point to chalkledge or activity area)

Use the list given below. The children you call on should name and group the cards chosen. Then have other children each name the grouped cards in a sentence like "The clothes that are (woolly) are (baby bonnet, booties, sweater, and baby sweater)." Rearrange the cards after each group is identified.

Name all the things to wear . . .

- | | |
|--------------------------------|-----------------------------------|
| 1. that are woolly. | 9. with zippers. |
| 2. with checks or plaids. | 10. with pockets. |
| 3. with buttons. | 11. worn below the waist. |
| 4. with things to tie. | 12. with legs. |
| 5. worn above your chest. | 13. worn on or below your ankles. |
| 6. that are metal. | 14. worn on your wrist or hands. |
| 7. with sleeves. | |
| 8. worn at or above the waist. | |

2. Focus: evaluating questions about clothing, deciding which questions are silly, and correcting them

Say:

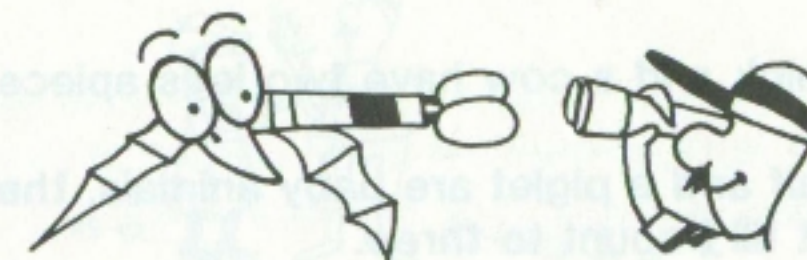
I have some questions to ask you about clothing. Some of the questions are silly and some are sensible. If the

question is sensible, answer, "Yes." If it is silly, answer, "No," and tell us why the question is silly.

Have individuals respond to these questions:

- | | |
|----------------------------------|----------------------------------|
| 1. Do shoes have heels? | 13. Do socks have sleeves? |
| 2. Do rings ring? | 14. Do suits have coats? |
| 3. Do caps cover heads? | 15. Are slips worn over dresses? |
| 4. Do pajamas sleep? | 16. Do pants have legs? |
| 5. Do watches tell time? | 17. Do buttons have holes? |
| 6. Do jeans have sleeves? | 18. Are snowsuits cold? |
| 7. Do boots have toes? | 19. Do jackets have sleeves? |
| 8. Are shorts short? | 20. Do necklaces have necks? |
| 9. Do zippers zip? | |
| 10. Are mittens worn on feet? | |
| 11. Do shirts have shoes? | |
| 12. Can you see through glasses? | |

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Materials

ACTIVITY 1

ACTIVITY 2

None

None

1. Focus: talking about words that sound the same but have different meanings

Say:

Let's talk again about words that sound the same but have different meanings. Please tell me what word is pronounced the same in these two sentences: "Todd filled the *pail* with water." (Pause) "Gwen looked very *pale* and sick."

Helping as necessary, repeat the sentences until the children name the words *pail* and *pale*. Then call on children to tell the two meanings. Have several others make up different sentences to illustrate each definition. Continue with these pairs of sentences:

1. The sick bird was too *weak* to fly.
This *week* we will see a movie at school.
2. The two pages always *stick* together.
This *stick* can reach the ball stuck in the tree.
3. Darrell's leg had a *break* in it, so he wore a plaster cast to help it heal.
The *brake* in the car was worn out.
4. The box was made of *iron*.
Mother used an *iron* to press the clothes.
5. Grandfather's *watch* always had the correct time.
Virginia and her father went to *watch* the ball game.

2. Focus: deciding whether statements are true about the characteristics of pairs of animals, and then following directions if they are true

Ask the children to stand before you. Say:

Let's play a listening-and-thinking game. I will say something about two animals. If what I say is correct, then follow the direction. If what I say is not correct, stand still.

Give the following and similar directions to the group. If any children have difficulty, repeat the direction until everyone responds correctly.

1. If both a chick and a cow have two legs apiece, turn around.
2. If both a calf and a piglet are baby animals, then stand on one foot till I count to three.
3. If both an owl and a duck have feathers, then bend down and touch the floor.
4. If both an elephant and a gerbil can fly, then snap your fingers.
5. If both a turkey and a puppy have fur on their bodies, then say, "Cock-a-doodle-do."
6. If both a butterfly and a bee have wings, then say, "Meow."
7. If both a bird and a squirrel live in trees, then clap your hands.
8. If a spider is bigger than a house, then put your hands on your head.
9. If both a turtle and a goldfish live in water, then clap your hands over your head.
10. If both a turtle and a worm have hard coverings on their bodies, stamp your feet twice.
11. If both a lamb and a lion live on a farm, turn around twice.
12. If both a cow and a goat give milk, touch your nose to your knee.
13. If both a bear and a pig have claws, then say, "Moo."
14. If a rabbit is smaller than a colt, then nod your head.
15. If both a hen and a rooster are chickens, then wiggle all of your fingers.
16. If both a cat and a kid meow, then make a happy face.
17. If both a sheep and a toad have four legs apiece, then shake hands with the person next to you.
18. If both a duckling and a beetle like to swim, then say, "Baaa."
19. If both a kitten and a fly would make nice pets, then cross your legs.
20. If both a cat and a dog can move their tails, then say, "Hooray!"



Materials

ACTIVITY 1

Puppets
P. Mooney
Zoey
Thinking hat

ACTIVITY 2

None

1. Focus: talking about possible solutions to Zoey's and P. Mooney's problems

Place Zoey (wearing her thinking hat) on your hand and have her say:

P. Mooney and I need your help to solve some more problems. Please tell us what we should do.

Have the appropriate puppet present each problem listed below. Help the children suggest several solutions for each. Praise good contributions.

1. Zoey: The ground is covered with puddles after a storm. One of my boots has a hole in it. Please tell me how I could fix my boot, so I could walk through the puddles and not get my foot wet.
2. P. Mooney: Yesterday I bought a new green plant. I want to watch it grow. Please tell me all the ways I could measure how much the plant is growing.
3. Zoey: I like to make candy apples. I need to pick apples from the very top of a tall apple tree. Tell me how I could get to those apples.
4. P. Mooney: Whenever I give my dog a bath, everything gets very wet. Tell me how I could keep things dry while I bathe the dog.
5. Zoey: The new sandbox in the playground has sand piled near it, but there is no shovel. Tell me some ways to get the sand into the sandbox.
6. P. Mooney: It is very late, and some of my friends want to spend the night with me. But I do not have enough beds. How can I make more places for people to sleep?
7. Zoey: One day I was walking along the road when I saw some children trying to catch a pet rabbit that had escaped from its cage. Tell me all the ways we could get the rabbit back.

8. P. Mooney: One day I decided I would go fishing in a stream, but I did not have my fishing gear with me. Tell me some other ways I could go fishing.

2. Focus: brainstorming cold and hot items

Say:

Now we will play a thinking game. Let's see how fast you can name things that are cold or hot. First, name as many cold things as you can, as quickly as you can.

Encourage the children to name cold items as fast as they can. When no one can think of another cold item, continue by calling for things that are hot. Praise all correct contributions.



Materials

ACTIVITY 1

Fruits & Vegetables
All

Teacher provides
1 paper bag per child

ACTIVITY 2

Fruits & Vegetables
All

1. Focus: naming four characteristics of fruits and vegetables for the rest of the group to guess

For each child, prepare a paper bag containing a fruit or a vegetable. Pile the bags in the activity area.

Have the children sit around the piled bags. Ask one child to choose a bag. Say:

Look at what you have in your paper bag, (Justin), but don't tell anyone what it is. Tell us four things about your item without naming it. Then the group will guess what you are describing.

Let each child in turn choose a bag, stand before the group, and describe the item for the group to guess. When the item is identified, the child should remove it from the bag and show it to the group. Have the child making a correct guess take the next turn.

VARIATIONS: To change the level of difficulty, ask for more or fewer than four characteristics.

2. Focus: following directions about fruits and vegetables in the game Fruit and Vegetable Exchange

Have the children continue to hold their items from Activity 1.

With the children standing in a circle, say:

Let's use the fruits and vegetables to play a game called Fruit and Vegetable Exchange. I will tell certain fruits and vegetables to change places. When I say "All fruits, exchange," then all fruits are to change places. But if I say "All vegetables, exchange," only the vegetables are to change places. When I say "All fruits and vegetables, exchange," you must all change places.

Help anyone who has difficulty as you give directions such as these:

1. All oranges, exchange.
2. All fruits, exchange.
3. All red fruits and vegetables, exchange.
4. All vegetables, exchange.
5. All long fruits and vegetables, exchange.
6. All yellow fruits and vegetables, exchange.
7. All apples, exchange.
8. All yellow fruits, exchange.
9. All red fruits, exchange.
10. All white and brown vegetables, exchange.
11. All fruits and vegetables of more than one color, exchange.
12. All fruits and vegetables, exchange.

Continue in this manner.



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Materials

ACTIVITY 1

Display Board
4 ledges

Poster 4

ACTIVITY 2

Display Board
4 ledges

Poster 4

1. Focus: thinking and talking about why things are happening in the poster "City in Summer"

Use the ledges to display the poster on the board.

Say:

Let's talk again about this picture of the city. I want you to think about and explain why certain things are happening in the picture.

Ask the following questions as you point to the corresponding poster items. Give everyone a chance to participate, and accept all reasonable responses.

Why do you think . . .

1. the children are playing in the water?
 2. the boy is showing his airplane to the police officer?
 3. the bird is in the birdcage?
 4. these flowers are in these containers?
 5. the building is being torn down?
 6. the workers are wearing hard hats?
 7. the man who shines shoes is not there?
 8. the buildings are so tall?
 9. the street has white lines on it?
 10. the fan is in the window?
 11. the men are working on this billboard?
 12. the child is bending down near the pigeon?
 13. the girl is kneeling on the fire escape?
 14. the sports car is parked by the playground?
 15. these clothes are hanging on the line?
2. Focus: imagining and talking about what the city in the poster "City in Summer" might have been like a long time ago

Leave the poster from Activity 1 on display.

Say:

Let's imagine what this city would have been like a hundred years ago. That is a very long time ago. Look at the picture, and let's talk about how things would have been different then.

Have the children consider topics like these:

1. what the land might have looked like
2. what buildings might have been built
3. what types of clothes might have been worn
4. what vehicles might have been used
5. what kinds of work the people might have done

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Materials

ACTIVITY 1

Cards
People
200-221

ACTIVITY 2

Cards
Music
331

Sound Book 2
Page 3, bands 1 & 2

Teacher provides
Record player

1. Focus: completing stories about pictures of people

Stack the 22 people cards in order.

Hold the cards and say:

Today let's finish stories about the people in these pictures. I will tell the beginning of the story, and then ask someone to tell us how it might end.

Show the right card as you read each story beginning. Then call on several children to suggest possible endings. Encourage imaginative responses.

1. 200•Everyone in the tent was watching the *acrobat* do his swinging act. Then the acrobat heard a strange sound. It was the sound of. . . .
2. 201•While the *astronaut* was walking on the moon, he suddenly sent a radio message back to earth. The message was. . . .
3. 202•The *baby* thought, "This teddy bear is very special because. . . ."
4. 203•Mother said that if Enoch sat still while the *barber* cut his hair, she would. . . .
5. 204•A *boy* named Ned was playing ball with the boys who lived on his street, when suddenly. . . .
6. 205•A *child* named Pat had been very sick in bed with measles. At last, Mother said, "Pat, you may. . . ."
7. 206•Crab Orchard School was having a carnival to raise money for a gymnasium. One of the teachers dressed up like a *clown*, and she. . . .
8. 207•"I have to go to the *dentist*," said Mr. Smith. "I love caramel apples, but today while I was eating one. . . ."

9. 208•“We must take Shalayna to the *doctor* right away!” said her mother. “While she was riding her bicycle on the street, she. . . .”
10. 209•A *farmer* named Mr. Phillips said, “I am driving my tractor today, and I need some help to. . . .”
11. 210•The *fire fighter* was high in the air. He looked down at the crowd below and shouted. . . .
12. 211•A *girl* named Fern got a new leg brace. She told her mother. . . .
13. 212•The *grocer* said, “Mrs. Allen, I have a special bargain today. It is. . . .”
14. 213•Tammy was anxiously watching for the *mail carrier*. Today she. . . .
15. 214•Julio’s *father* said, “If I help you pump up this tire, Julio, will you help me to. . . .?”
16. 215•As my *grandfather* was painting the fence, he heard something in back of him. When he looked. . . .
17. 216•The *nurse* said, “This baby is very sick. I will have to. . . .”
18. 217•The *police officer* sped to the scene and then radioed to headquarters, “The get-away car was a red sports car. I also see. . . .”
19. 218•The *teacher* told her class, “Today after we have finished work, we will. . . .”
20. 219•A *toddler* named Rod jumped up and down, saying, “Please! Please, I want. . . .”
21. 220•Monroe’s *mother* was about to throw the ball. All of a sudden she looked down on the floor and gasped when she saw. . . .
22. 221•Alberta’s *grandmother* was cutting greenery because today was a very special day. Today was the day. . . .

2. Focus: singing, chanting, and acting out the song “Today, Yesterday, and Tomorrow”

Hold the music card and say:

Let’s sing “Today, Yesterday, and Tomorrow” about some actions that make sounds. After we sing each verse, we will act out the words together. Make the loudest and longest sounds you can.

Play band 1 and refer to the music card as you sing. After the verb forms are chanted for each verse, lead the children in the action named. Encourage a spirit of fun as you lead the group in making

the longest and loudest sounds they can. Continue with band 2 (instrumental version), using these action words:

- | | | |
|-----------|-------------------|------------|
| 1. sneeze | 5. run | 7. whistle |
| 2. hum | 6. snap (fingers) | 8. laugh |
| 3. cry | | 9. snore |
| 4. clap | | |



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: comparing pairs of items by telling how they are the same and how they are different

Say:

Today I will name two things at a time. When I call on you, tell us in sentences how the two are the same and how they are different.

Use the following list of pairs. Several common and dissimilar characteristics may be named in each case. Stress the use of *same* and *different*.

- | | |
|--------------------------|----------------------------|
| 1. hen, rooster | 8. astronaut, fire fighter |
| 2. cat, lion | 9. sled, wagon |
| 3. boots, raincoat | 10. newspaper, book |
| 4. shoes, socks | 11. apple, potato |
| 5. booties, tennis shoes | 12. cracker, doughnut |
| 6. mop, vacuum cleaner | 13. rain, airplane |
| 7. chair, couch | 14. bicycle, car |

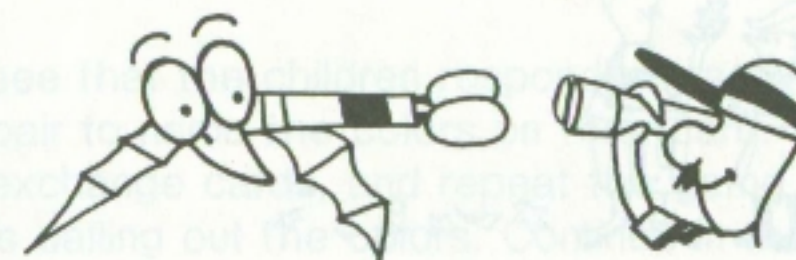
VARIATION: To make the activity *harder*, ask for reasons why the objects in each pair are the same or different.

2. Focus: brainstorming descriptions of animals, clothes, food, household items, people, toys, and vehicles

Say:

Let's think as fast as we can. I will say a word like *rooster*. When I point to you, tell us something about roosters in a sentence. Tell us something no one else has said.

Use the words from the list in Activity 1. Help as necessary, and give everyone a turn. Continue with the same word until the children run out of ideas. Then move to another word. Vary the categories from which the words are chosen.



Materials

ACTIVITY 1

Sound Book 3
Page 9, bands 6 & 7
Page 10, bands 1-9

Teacher provides
Record player

ACTIVITY 2

Cards
Vehicles
267-283

Display Board
6 ledges

1. Focus: listening to "Sounds of Vehicles," identifying each, and then making up stories about what might be happening

Say:

Let's listen to sounds of ways to travel. After you tell me what the sound is, I will ask someone to make up a story about what might be happening.

Play the sounds, one at a time. After each, have the group name the sound, and then call upon one or more children in turn to tell a short story about that way to travel. Encourage imaginative responses. Give everyone a turn.

2. Focus: describing vehicles from memory

Display the 17 vehicle cards on the board.

Point to the pictures and say:

Now let's play a remembering game. Look at all these vehicles while I count from one to 10. When I say "10," I will turn over a card so you cannot see the picture. When I call on you, tell us everything you can remember about that vehicle — its name, color, and what it looks like. Let's start!

Each time, call on children until the main characteristics of a vehicle have been identified. Continue until all cards have been described. Encourage everyone to participate.

OPTIONAL: Have the children take turns counting from one to 10 and turning over a card.



Materials

ACTIVITY 1

Sound Book 1
Page 3

Teacher provides
Record player

ACTIVITY 2

Cards
Numerals & Color Shapes
314-323

Color Chips
All

P. Mooney Bag
Teacher provides
1 envelope per child

1. Focus: listening to the story "P. Mooney and Zoey," and answering questions

Say:

Today we are going to listen again to the story about how P. Mooney and Zoey first met. It has been a long time since you heard this story. Please listen carefully, because I will ask questions afterwards about what happened.

Play the recording. When the story ends, ask individuals questions like these:

1. Who had the problem in this story?
2. What was the problem?
3. Who solved the problem?
4. What steps did Zoey take to solve P. Mooney's problem?
5. What are some other ways Zoey could have solved P. Mooney's problem?

2. Focus: matching colors in the game Color Bingo

For each child, prepare an envelope containing a set of eight chips, one of each color. Put the remaining chips into the bag.

Give each child an envelope, and have them sit in pairs on the floor before you. Hand each pair a number card to place on the floor. Wear the bag and say:

Let's play the game Color Bingo again. Each time I show you a chip from the bag, look on your card and see if it has the same color. If it does, take your matching chips and place them on that color on the card. The partners whose card first has two chips on every color may then say, "Bingo!" They will be the winners.

Check to see that the children respond correctly. Ask each child of a winning pair to name the colors on their card. Then have everyone exchange cards, and repeat the game, with the winners taking turns calling out the colors. Continue in this way as time and interest suggest.



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories

3 115 126 148
97 117 135 150
110 118 137 202
111 119 144 205
112 123

Display Board
2 ledges

ACTIVITY 2

None

1. Focus: identifying the relationship between two or more pictured items, and then talking about what must be done to change one to the other

Set up the board with one ledge on the left side and one on the right side. Display card 118 on the left ledge and 119 on the right. Stack the remaining cards into the groups listed below.

Say:

Look at these two cards, and tell me what has to be done to change this kind of milk (point to card 118) into this kind. (Point to card 119 and discuss) You are right. We must add chocolate to the white milk to make chocolate milk.

Continue as above with the cards listed below, helping as necessary.

1. 144 • oranges, 117 • orange juice
2. 137 • apple, 123 • apple pie
3. 111 • raw hamburger, 110 • hamburger
4. 148 • potato, 126 • baked potato
5. 97 • bread, 135 • toast
6. 150 • strawberries, 115 • jam
7. 202 • baby, 205 • child
8. 142 • lettuce and 151 • tomato, 130 • sandwich

2. Focus: using opposites to complete statements involving analogous reasoning

Say:

I am going to say sentences which will not be finished. Listen carefully, and tell me what word will finish the

sentence correctly. I will give you a hint: it will be an opposite.

Call on individuals or the group to complete these sentences:

1. A second is short; a year is _____. (long)
2. Oranges are sweet; lemons are _____. (sour)
3. Potatoes are vegetables; apples are _____. (fruit)
4. Balls are round; boxes are _____. (square)
5. An inch is short; a mile is _____. (long)
6. Daytime is light; nighttime is _____. (dark)
7. Jet planes are fast; rowboats are _____. (slow)
8. Ants are small; elephants are _____. (large)
9. Attics are high; basements are _____. (low)
10. Summer is hot; winter is _____. (cold)
11. A tow truck is heavy; a bicycle is _____. (light)
12. A child is short; an adult is _____. (tall)
13. A rock is hard; a piece of cotton is _____. (soft)
14. The bark of a tree is rough; the skin of your face is _____. (smooth)
15. The desert is dry; the ocean is _____. (wet)

OPTIONAL: Continue by reversing the two parts of each sentence.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
335Teacher provides
Record playerSound Book 2
Page 6, band 1

1. Focus: describing family members in a listener-talker game

Divide the class in half. Have the two groups sit in circles, one inside the other. Say:

Now let's play a remembering game. The people sitting in the inside circle will be "talkers." They will take turns telling us about someone in their family. The people sitting in the outside circle will be "listeners." Each listener must remember what the talker in front of him or her says. Let's start.

Call on someone in the inside circle to tell the group about a person in his or her family. Continue until each child in the inner circle has had a turn. Then say:

Now, listeners, when I call on you, tell us what the talker in front of you said.

Continue until each listener has had a turn, helping as necessary. Praise good memories. Then have the children change circles and repeat the procedure.

VARIATION: To make the activity *easier*, have each listener immediately tell what his or her talker said.

2. Focus: imagining caterpillars while listening to the music "Rhythm Walk," and then moving like a caterpillar to the music

Hold the card and say:

While I play some music, close your eyes and imagine as many different kinds of caterpillars as you can.

Play band 1. Then call on children to talk about the caterpillars they imagined. Accept all responses. Ask:

Does the music remind you of the way a caterpillar crawls along? (Pause) A long time ago, we pretended that all of us together were one long caterpillar. Let's do it again! First, let's practice moving our bodies up and down.

Play the recording and demonstrate the action: move from a standing position to a half-squat in time to the music. When the children can move correctly, line them up in single file. Each should hold the preceding child's waist. Repeat the recording as the children move up and down (not in unison) to the music, creating a wave-like effect as they imitate a caterpillar crawling around the room. Change leaders and continue as long as time and interest suggest.



Materials

ACTIVITY 1

None

ACTIVITY 2

Puppets
P. Mooney

1. Focus: considering and talking about the effects of not having electricity for several days

Say:

Suppose all the electricity were cut off for several days at your house or in a house that has electricity. What would be affected if this happened?

Have the children name as many things as they can. If necessary, help by asking them to consider such things as food stored in the freezer and refrigerator; the clocks, television, and radios; the heating system, air conditioner, and hot water heater; and the stove, dishwasher, and lights. Stress our heavy reliance on electricity.

OPTIONAL: End by leading a discussion on such causes of power failure as major disasters (hurricanes, floods, snowstorms, tornadoes, tidal waves) and equipment breakdowns.

2. Focus: following directions that stress counting while playing the game P. Mooney, May We?

Ask the children to stand shoulder-to-shoulder in a single line. Put the puppet on your hand, and have him say:

Let's play the game P. Mooney, May We? When I tell all of you to do something, ask together, "P. Mooney, may we?" You may move after I say, "Yes, you may." Let's begin.
(Pause) **Hop forward two times and count aloud as you do so.**

P. Mooney should get a response of "P. Mooney, may we?" and give permission before each command is carried out. Continue with instructions like those given below, making sure the children move and count correctly. Demonstrate as necessary.

1. Take four giant steps.
2. Clap your hands five times.
3. Take six small steps.



4. Turn around three times.
5. Pat your stomach seven times.
6. Take two giant steps backwards.
7. Stamp your feet four times.
8. Nod your head three times.
9. Jump forward five times.
10. Touch your toes two times.
11. Step sideways two times.
12. Take four small steps backwards.
13. Take five small steps forward.
14. Clap your hands behind your back three times.
15. Slide your feet four times.
16. Sit down two times.

VARIATION: To make each instruction *harder*, have a child ask, "P. Mooney, may we (take two giant steps)?" Or increase difficulty by combining two instructions, like this: "Take two giant steps, and then clap your hands four times."



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about being shy

Sit in a circle with the children and say:

We have talked about being happy and sad, frightened and excited, angry and surprised. Today let's discuss another feeling: being shy. What does the word *shy* mean? (Discuss) Now let's talk about what has happened to make you feel shy.

Have each child tell about such an experience. Stress the use of sentences.

2. Focus: deciding if situations would create feelings of happiness, sadness, excitement, surprise, fright, anger, or shyness

Say:

I am going to describe some situations. When I call on you, tell us how you might feel if the same thing happened to you. Say whether you would feel happy, sad, frightened, excited, angry, shy, or surprised. Here's the first one: Bernice and her brothers spent all afternoon building a person out of snow. Next day the sun shone brightly, and the snowperson melted. How did Bernice feel, and why?

Call on children to respond. Several emotions may be cited if they are explained. Then continue with these situations:

1. Randall had never been to the circus before. He watched the acrobats swinging at the top of the tent. Then they began to jump from swing to swing. How do you think Randall felt? Why?
2. Joshua went with his father to join the Cub Scouts. It was Joshua's first day there. How do you think he felt? Why?
3. Gail's neighbors asked her to go to the fair with them. There were lots of people at the amusements, and Gail got lost. How do you think she felt? Why?

4. Rudy was certain he would receive clothes for his birthday. When he opened his birthday gift, he found it was a baseball glove. How do you think Rudy felt? Why?
5. Dee's daddy had an important friend come to her house. Father said to Dee, "Please come and sing us a song." How do you think she felt? Why?
6. Echon was shopping with her mother in a tall department store downtown. Suddenly the fire alarm went off very loudly when they were on the top floor. How do you think Echon felt? Why?
7. It was Stella's birthday, and she got a brand-new bicycle. Stella took her new bicycle for a ride, and then she parked it in front of her house. When she went outside again, the bicycle was gone. It had been stolen. How do you think Stella felt? Why?
8. Vince's grandmother came to visit. Grandmother had knitted him a new wool sweater. He tried it on, and it made him look handsome. He climbed up on her lap and gave her a hug. How do you think Vince felt? Why?
9. Olga was walking home from school when some neighborhood children started laughing at her and calling her bad names. How do you think Olga felt? Why?
10. Hiram's school was selling ornaments to raise money for the school. Hiram sold the most ornaments, and he won a portable television set. How do you think he felt? Why?
11. Eloise's mother was very sick. One day the doctor said that her mother had to go to the hospital and stay for a few days until she got well again. How do you think Eloise felt? Why?
12. Sean was looking forward to riding in an airplane over the city. He could hardly wait. How do you think he felt? Why?
13. The children were sitting in class when another teacher opened the door and stood there holding a tray of ice cream and cake. He said, "Stop whatever you are doing! Right now we are going to have a big party!!" How do you think the children felt? Why?



Materials

ACTIVITY 1

Cards
Household Items
153-199

ACTIVITY 2

None

1. Focus: classifying household items by various characteristics

Arrange the 47 household cards on the floor or along a chalkledge where the children can easily see them.

Point to the cards and say:

Let's look at these pictures of household items. I will ask you to find things that are alike in some way. When I call on you, tell me which items belong in the group I mention, and explain why they do. Then I will ask you to pick out the pictures you selected and arrange them over here. (Point to chalkledge)

Use the list of questions given below. After the correct selection has been made, call on several children in turn to name the grouped items in a sentence like this: "The household items (that can hold liquid) are (bathtub, cup, baking dish, glass, pail, frying pan, saucepan, bathroom sink, kitchen sink, spoon, toilet, and wastebasket)." Rearrange the cards after each group is identified.

Find all the household items . . .

- | | |
|--|--------------------------------|
| 1. that can hold water or other liquids. | 8. used to clean. |
| 2. that have four legs. | 9. used to eat. |
| 3. that have bristles. | 10. that have numbers on them. |
| 4. with pillows. | 11. with doors. |
| 5. used to cook. | 12. with shelves. |
| 6. that use electricity to run. | 13. with drawers. |
| 7. that cut. | 14. that are pointed. |
| | 15. that you can squeeze. |

2. Focus: deciding whether statements are true about the characteristics of pairs of household items, and then following directions if the statements are true

Ask the children to stand before you. Say:

Now let's play a listening-and-thinking game. If what I say is correct, then follow the direction. If what I say is not correct, don't move.

Give directions like those listed below. If any children have difficulty, repeat and explain the direction until everyone responds correctly.

1. If scissors and a knife both cut, then clap your hands.
2. If a frying pan and a dustpan are both used to cook, then say, "Hamburger!"
3. If a scrub brush and a hairbrush are both used to keep your hair neat, then make a funny face.
4. If a chair is smaller than a couch, then stamp your feet.
5. If a knife and a fork are both used in eating, then turn around.
6. If an iron and a stove could both burn your finger, then say, "Ouch."
7. If you could sleep in a bookcase and a bed, then scratch your nose.
8. If you could drink from both a glass and a wastebasket, then nod your head.
9. If you could take a bath in a bathtub and a sink, then say, "Wow!"
10. If a radio and a TV both make sound, then jump up once.
11. If a bar of soap and a toothbrush both are used to clean your teeth, then pretend to sneeze.
12. If a sink and a bathtub both have stoppers, then say, "Hooray!"
13. If a broom and a brush both have bristles, then touch your toes.
14. If a glass and a pail both hold water, then touch your nose to your knee.
15. If a vacuum cleaner and a washing machine both make noise, then touch your nose with your tongue!



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories

12 170 205 246
19 173 209 247
21 180 211 249
32 181 214 252
49 190 217 254
99 191 218 260
124 201 221 264
137 203 224 265
149 204 241 277

Display Board
2 ledges

ACTIVITY 2

None

1. Focus: making up and telling short stories from four pictures

Display cards 205, 246, 260, and 264 on the board. Stack the remaining cards in the order indicated below.

Say:

Let's make up interesting stories using these four pictures. (Point) Listen to my story about this child, the tunnel, the race-car set, and the train:

"Les was very excited with his birthday presents. Father gave him a tunnel to crawl through. Mother gave him a race-car set. His grandfather gave him a train."

Have several children make up stories about those four cards. Then call for stories about the following groups of cards. Give each child a turn, encouraging everyone to make up an enjoyable story.

1. 203•barber, 180•scissors, 12•dog, 99•candy
2. 217•police officer, 224•sad girl, 249•sailboat, 19•goldfish
3. 21•horse, 211•girl, 209•farmer, 252•sled
4. 247•rake, hoe, shovel, 221•older woman, 190•telephone, 32•sheep
5. 181•sewing machine, 49•jeans, 241•jungle gym, 204•boy
6. 173•pail, 137•apple, 254•swing, 214•man

7. 170•knife, 149•pumpkin, 218•teacher, 265•wagon
8. 124•popcorn, 191•television, 277•space capsule, 201•astronaut

VARIATIONS: To change the level of difficulty, use more or fewer than four words.

2. Focus: talking about a pet one would like to own and what would happen if everyone took pets to school on the same day

Say:

Imagine that we could own any kind of pet we wanted. Let's take turns telling what pets we would choose.

Have the children discuss their choices in some detail. Then continue:

Now let's pretend that one day we all brought the pets we just named to school. What might happen if we brought all of them on the same day?

Encourage every child to participate. If necessary, ask leading questions to stimulate discussion.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. **Focus: completing statements to name foods which can be drunk, crumbled, licked, peeled, sliced, spread, squeezed, and stirred**

Say:

Please finish each sentence I say by naming a food. Finish this sentence, (Naomi): "We can drink ____." (Pause for response) That's right. We can drink (milk). Finish this one, (Felix): "We can spread ____." (Pause for response) Good. We can spread (jam). Now when I call on you, repeat and finish my sentence by naming a food.

Continue with the verbs listed below. Reuse the list as necessary to give everyone at least one turn. Always give the child's name last. The children you call on should repeat the entire sentence.

- | | | |
|------------|-----------|------------|
| 1. drink | 4. peel | 7. squeeze |
| 2. crumble | 5. slice | 8. stir |
| 3. lick | 6. spread | |

VARIATION: To make the activity *harder*, in each of the eight cases, have the children repeat the foods previously named and then add one more item.

2. **Focus: naming and remembering a sequence of foods**

Say:

Let's pretend we are making a sandwich. I will ask five people in turn to tell what they would like to put into the sandwich. Each person is to name something different. Remember to name the things already in the sandwich before you tell us what you want to add. Let's begin. My sandwich has bread. What will your sandwich have in it, (Martha Beth)?

The five children you call on should respond with a sentence like "My sandwich has (bread), (butter), (ham), (tomato), and (lettuce)." Repeat the procedure with *soup* and *salad*. Each child should have at least one turn.

VARIATIONS: To make the activity *easier*, reduce the number of items to be remembered. To make it *harder*, have the children suggest items for silly sandwiches, soups, and salads.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

None

ACTIVITY 2

Color Chips
All

P. Mooney Bag

1. Focus: comparing pairs of activities, and telling which of each pair takes a longer or shorter time to do

Say:

Let's talk more about time. Some things take a short time to do, and others take a long time. Raise your hand if you know which of these two things takes longer to do.

Read the following statements, one at a time. The children you call on should answer in sentences using the word *longer*. Discuss any answers which cause disagreement.

Does it take longer . . .

1. to jump into a swimming pool, or to go grocery shopping at the supermarket?
2. to throw a rock into a lake, or to tie your shoe?
3. to say your name, or to wash a dog?
4. to button your shirt, or to sneeze?
5. to paint a picture, or to pour water out of a glass?
6. to paint your room, or to get dressed on a very cold day?
7. to take a nap, or to ride in a jet plane to a faraway city?
8. to walk two miles, or to feed the dog?
9. to brush your teeth, or to drop an egg on the floor?
10. to plant a tree, or to hiccup?

Repeat the statements, asking each time, "Which of these two actions takes a *shorter* time to do?"

2. Focus: making a chain of 10 chips, and then saying and acting out a counting rhyme

With the children seated on the floor in a circle, pile the color chips in the center. Link 10 chips of various colors as the children count them in unison. Then hold up your chain and say:

Look at my chain. Let's count its chips again together. (Do so) Now each of you may choose 10 chips of as many colors as you like and make a chain out of them.

Help as necessary, and have the children individually count the chips on their chains. Then continue:

Now let's hold our chains and say our color chip rhyme. Remember to take the chips off your chain as the rhyme says. Let's begin.

Remove chips as indicated while you say this rhyme with the children:

Ten little color chips all in a line;
One fell down (remove and drop a chip), then there were nine.
Nine little color chips sitting on a gate;
One fell down (remove and drop a chip), then there were eight.
Eight little color chips looking up at heaven;
One fell down (remove and drop a chip), then there were seven.
Seven little color chips sitting on some bricks;
One fell down (remove and drop a chip), then there were six.
Six little color chips getting ready to jive;
One fell down (remove and drop a chip), then there were five.
Five little color chips going through a door;
One fell down (remove and drop a chip), then there were four.
Four little color chips climbing up a tree;
One fell down (remove and drop a chip), then there were three.
Three little color chips, going to the zoo;
One fell down (remove and drop a chip), then there were two.
Two little color chips, going for a run;
One fell down (remove and drop a chip), then there was one.
One little color chip, having no fun;
He ran home (drop chip), then there was none.

Repeat as time and interest permit.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 5

ACTIVITY 2

Display Board
4 ledges

Poster 5

1. Focus: thinking about "who might say that" on the poster "Winter Scene"

Use the ledges to display the poster on the board.

Point to the poster and say:

You have seen this big picture before. Look at all these people again. I will say a sentence that one of them might say. Please try to figure out who might be speaking. Raise your hand if you can point to the person and repeat the statement as if you were the person speaking.

Present the statements below, one at a time. The children you call on should point to the right person on the poster and then repeat the statement as if that person were speaking. Each child should have a turn.

Who might say . . .

1. "Let me put on his hat"?
2. "Oh, my leg hurts"?
3. "Mmmm, I love toasted marshmallows"?
4. "I like to feel the wind blowing my hair"?
5. "Stand still, so I can take your picture"?
6. "Hey, wait for me. I fell off"?
7. "Whoa! Come on up. I'll give you a ride"?
8. "I'm going to hit that snowman with my snowball"?
9. "I think I've got a fish"?
10. "This ice feels cold"?
11. "Look! I can ski on one leg"?
12. "Look at all the skiers coming down the hill"?
13. "Let's use these sticks for arms"?
14. "I hope I don't run into that ambulance"?
15. "Please tell our viewers how long you have been skating"?

2. Focus: counting items on the poster "Winter Scene" to answer "how-many" questions

Leave the poster from Activity 1 on display.

Say:

Now let's count some of the things in our poster. I will tell you what to count.

Each time, let the children scan the poster before you lead them in counting one of the items listed below. Then call on someone to respond in a sentence such as "There are (three snowmen) in this picture." Begin with this question:

How many (snowmen) do you see in this poster?

Use additional items like these:

- | | | |
|-------------|------------|------------|
| 1. vehicles | 6. sleds | 10. people |
| 2. animals | 7. dogs | fishing |
| 3. skiers | 8. skaters | 11. cats |
| 4. people | 9. people | |
| throwing | cooking | |
| 5. deer | | |

VARIATION: To make the activity *harder*, have the children attempt it while the poster is covered. Expose the picture for verification.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: listening to compound words, and identifying the two short words in each

Say:

Let's listen to words today. I will have someone say a long word made out of two short words. Raise your hand if you can tell us what the two short words are.

Ask a child to stand beside you. Whisper one of the compound words listed below for the child to say to the group. After someone has identified the two short words, call on other children to define them. Use compound words like these:

- | | | |
|---------------|----------------|---------------|
| 1. wristwatch | 7. wastebasket | 13. pinwheel |
| 2. underpants | 8. dustpan | 14. sandbox |
| 3. pancake | 9. saucepan | 15. sailboat |
| 4. birdhouse | 10. bathtub | 16. peanut |
| 5. watermelon | 11. dollhouse | 17. popcorn |
| 6. strawberry | 12. rowboat | 18. pineapple |

2. Focus: listening to sentences containing compound words in which the order of the short words is reversed, and identifying the "backwards" words

Say:

Now let's see if you can figure out what the long words are when they are said backwards and used in sentences. Here's the first sentence: "I don't know what time it is, because I can't find my watchwrist." What word is backwards? (Pause) You're right. *Watchwrist* is the backwards word. Now let's say the sentence correctly.

Lead the children in saying, "I don't know what time it is, because I can't find my wristwatch." Repeat this procedure with the following sentences. Give everyone a turn.

1. I put my *pantsunder* into the wash.
2. Let's eat this *cakepan*.
3. We built a *housebird* out of old lumber.

4. This is a juicy slice of *melonwater*.
5. The rabbit hopped in the *berrystraw* patch.
6. Please put the trash into the *basketwaste*.
7. We need the broom and *pandust*.
8. I need a bath. Please fill the *tubbath* for me.
9. For her birthday, she got a *housedoll*.
10. Let's go out on the lake in the *boatrow*.
11. Nicola was outside playing with her *wheelpin*.
12. Take the bucket and shovel to the *boxsand*.
13. That *boatsail* will be great to sail in the bathtub.
14. I want a *nutpea* butter sandwich.
15. Help me eat this bag of *cornpop*.
16. Here's a glass of *applepine* juice.



Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
294-313

ACTIVITY 2

Cards
Numerals & Color Shapes
(same as for Activity 1)

Music
334

Sound Book 2
Page 5, band 2

Teacher provides
Record player

1. Focus: describing and matching pairs of number-and-shape cards, and then following directions that stress numbers

Have the children sit around you. Give each child one of the 20 number-and-shape cards, making sure to distribute matched pairs. If necessary, take a card yourself. Say:

Look carefully at your card. When I call on you, describe your card in a sentence telling the kind of shapes, their color, and their number. (Rachel), please start.

The children you call on should respond in a sentence such as "My card shows seven red rectangles." When everyone has had a turn, have the children stand. Continue:

Now let's play a game called Lost Twins. Each of you has a "twin" whose card shows the same *number* of shapes as yours. Your "twin's" card may have different kinds and colors of shapes, but the *number* is the same as yours. When you find your "twin," stand together.

When all the "twins" are paired, give the following and similar directions in random order:

1. Ones, turn around once.
2. Twos, turn around twice.
3. Threes, turn around twice.
4. Fours, turn around once.
5. Fives, turn around once.
6. Sixes, turn around twice.
7. Sevens, turn around once.
8. Eights, turn around twice.
9. Nines, turn around twice.
10. Tens, turn around once.

2. Focus: singing and acting out the song "Find That Number"

Have the paired children stand side by side in a large circle. In random order, spread the 20 number-and-shape cards on the floor inside the circle, picture sides up. Hold the music card and say:

Now let's sing the song "Find That Number." At the beginning of each verse, I will point to a pair of you. When it is your turn, the two of you are to step into the circle and each find a card that shows the number we are singing about. Hold up your card for everyone to see.

Play band 2 (instrumental version), and refer to the music card as you sing this verse:

**Find a one, find a one.
Can you find a card with one?
Find a one, find a one.
Can you find that number?**

Invite the children to join you as you repeat the verse. Continue with other verses using the numbers one to 10 in numerical order. At the beginning of each verse, point to a pair of children. As the verse progresses, check to be sure that the chosen pair has found and held up the correct cards. Continue with more verses about the same numbers in random order. Give everyone at least one turn.



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories

12 65 167 189
42 71 170 228
46 72 172 229
49 115 173 242
50 122 175 249
53 131 178 252
58 153 183 255
60 157 184 261
61 158 186 262
63 163 187 265
64

Display Board
4 ledges

ACTIVITY 2

Cards
Music (optional)
328

Sound Book 2 (optional)
Page 2, band 2

Teacher provides
Record player (optional)

1. Focus: evaluating groups of four pictures, and telling what items are missing to carry out an activity

Display cards 115, 122, and 175 on the board.

Say:

Let's pretend that we are going to make a peanut-butter-and-jam sandwich. Look at these three cards (point), and figure out what items are missing to make the sandwich.

When the children have pointed out that bread and a knife are missing, review all the items needed to make the sandwich.

Continue as above with the following sets of cards:

- | | |
|--|---|
| 1. 153 • bathtub
184 • hand soap
186 • sponge | Kevin is getting ready to take a bath. Some things are missing. What are they? (water in the tub and a towel) |
| 2. 46 • girl's dress
60 • shoes
63 • girl's slip
71 • girl's underpants | Christina is getting dressed to go to a party. She has forgotten something. What is it? (socks) |
| 3. 50 • mittens
64 • snowsuit
252 • sled | It just snowed, and Jason is getting ready to go sledding. Something is missing. What is it? (boots) |

4. 157 • scrub brush
172 • mop
173 • pail
5. 163 • cup and saucer
167 • glass
170 • knife
175 • plate
187 • spoon
6. 49 • jeans
52 • boy's pajamas
58 • boy's shirt
61 • tennis shoes
65 • socks
72 • boy's undershorts
7. 158 • chair
178 • refrigerator
183 • kitchen sink
189 • kitchen table
8. 12 • dog
42 • boots
161 • tricycle
265 • wagon
9. 228 • ball
242 • pail and shovel
249 • sailboat
10. 131 • soda pop
229 • balloon
255 • tea set
261 • tree house

Betty Jean is going to wash the floor. Some things are missing. What are they? (soap and water)

Jackson is setting the table for dinner. He has forgotten something. What is it? (fork)

Tommy is packing his suitcase to go on a trip. Something is missing. What is it? (suitcase)

Helen is putting furniture into her dollhouse kitchen. Something is missing. What is it? (stove)

It is a rainy day. Erik is going outside to ride his tricycle and give his dog a ride in the wagon. Something is missing. What is it? (raincoat)

George is going to the beach for the day. He has forgotten something. What is it? (swimsuit)

Pamela is going to have a birthday party in her tree house. Something is missing. What is it? (birthday cake)

2. Focus: using opposites to complete statements involving analogous reasoning

Say:

I am going to say some sentences, but I will not finish them. Listen carefully to each sentence, and try to figure out what word will finish it correctly. The right word will be an opposite.

Call on individuals to complete the following statements. Stress the words *if* and *then*. After each sentence is completed correctly, lead the children in repeating all of it.

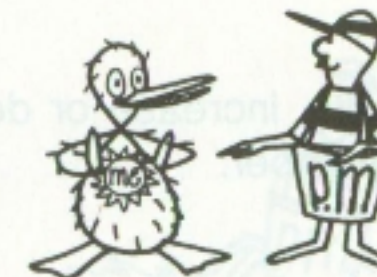
1. If it is full, then it is not _____. (empty)
2. If it is open, then it is not _____. (closed)

3. If it is cold, then it is not _____. (warm, hot)
4. If it is wet, then it is not _____. (dry)
5. If it is outside, then it is not _____. (inside)
6. If it is loud, then it is not _____. (quiet, soft)
7. If it is soft, then it is not _____. (hard)
8. If it is up, then it is not _____. (down)
9. If it is over, then it is not _____. (under)
10. If it is in front, then it is not in _____. (back)
11. If it is pretty, then it is not _____. (ugly)
12. If it is first, then it is not _____. (last)
13. If it is off, then it is not _____. (on)
14. If it is thick, then it is not _____. (thin)
15. If it is broken, then it is not _____. (fixed, repaired)
16. If it is near, then it is not _____. (far)
17. If it is crooked, then it is not _____. (straight)
18. If it is tight, then it is not _____. (loose)

Continue by reversing each sentence, like this: "If it is empty, then it is not _____. (full)"

OPTIONAL: End by playing band 2 (instrumental version) of "If and Then Go Together," and have the children sing about opposites.

306



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying workers from pantomimed actions

Say:

Today let's pretend to be people with interesting jobs. I will whisper a kind of job to each of you. When it is your turn, please say and do what you think someone with that job would. The rest of the group will try to guess who that person is.

Use the following list as you call children in turn to the front of the group to perform. If necessary, help the children by acting part of the role and suggesting gestures or conversation characteristic of each profession.

- | | | |
|--------------|----------------|--------------------------|
| 1. astronaut | 8. doctor | 15. president |
| 2. butcher | 9. farmer | 16. sailor |
| 3. boxer | 10. judge | 17. soldier |
| 4. carpenter | 11. king | 18. teacher |
| 5. cook | 12. mechanic | 19. television announcer |
| 6. dancer | 13. movie star | 20. truck driver |
| 7. detective | 14. pilot | |

2. Focus: remembering and repeating a whispered message about items to be taken on a trip

Have the children line up. If there are more than about 12 children, have them form two equal lines facing each other. Say:

Let's send messages about what we are going to take on a trip. I will whisper the first message.

Whisper to the child who heads the line, "On our trip, we will take a suitcase, a toothbrush, and a raincoat." That child then whispers the message to the next child, and so on down the line. The last child is to say the message out loud. Have the group compare that message with the one they heard. The last child may then head the line. Whisper a new message to that person about three other items to be taken on a trip, and continue as above.

VARIATIONS: To change the level of difficulty, increase or decrease the number of items the children must remember.

307



Materials

ACTIVITY 1

ACTIVITY 2

None

None

1. Focus: classifying groups of three words

Say:

I am going to say three words. Tell me what word or phrase describes all three.

Present the following sets of three words, one set at a time. As necessary, help the children respond correctly in each case.

1. hat, sweater, coat (clothes)
2. balloon, airplane, race-car set (toys)
3. onion, lettuce, greens (vegetables)
4. mop, broom, bucket (household or cleaning items)
5. foot, back, chest (body parts)
6. Denise, Jonathan, Carmen (names)
7. calf, kid, piglet (baby animals)
8. bicycle, truck, train (vehicles)
9. thunder, growling, echo (sounds)
10. white, black, red (colors)
11. lemon, pineapple, watermelon (fruits)
12. nurse, grocer, mail carrier (people, workers)
13. snowsuit, sneakers, swimsuit (clothing)
14. week, year, second (time)
15. rectangle, circle, triangle (shapes)
16. two, 10, seven (numbers)
17. cookies, ice cream, candy (sweet foods)
18. grandmother, baby, father (people or family members)
19. sit, jump, walk (actions)
20. spring, fall, summer (seasons of the year)

VARIATIONS: To make the activity *easier*, exclude these categories: actions, time, sounds, and seasons. To make it *harder*, have the children take turns making up lists of three items for the group to classify.

2. Focus: brainstorming descriptions of specific animals, clothes, body parts, toys, vegetables, fruits, foods, vehicles, people, and seasons

Say:

Let's think as fast as we can. I will say a word like **coat**.
When I point to you, tell me something in a sentence about coats. Try to name something no one else has.

Use the words from the list in Activity 1, excluding colors, numbers, names, shapes, sounds, actions, and words concerning time. The children you point to should each make up a sentence about that word. Continue with the same word until the children run out of ideas. Vary the categories from which the words are chosen.

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Materials

ACTIVITY 1

Display Board
2 ledges

ACTIVITY 2

None

Magnetic Shapes

5 large circles
5 small circles
5 large rectangles
5 small rectangles
5 large squares
5 small squares
5 large triangles
5 small triangles

1. Focus: classifying magnetic shapes into various groups, and then counting and describing the items in each group

Set up the board, separating the left two-thirds of the board from the right one-third by placing the ledges vertically. Place the 40 shapes in random order onto the left side of the board.

Say:

Let's see how many ways we can group the magnetic shapes. First, find all the shapes that are black, (LaTanya), and put them here. (Point to right side of board)

When the child has done so, call on children to answer questions like these:

1. How many shapes are in this group?
2. What are the names of the shapes in this group?
3. What are the sizes of the shapes in this group?
4. How many (circles, squares, triangles, rectangles) are in the group?
5. There is one thing about everything in this group that is the same. What is it?

Continue as above with these groupings:

1. all red shapes
2. all green shapes
3. all blue shapes
4. all yellow shapes
5. all large shapes
6. all shapes with straight sides
7. all shapes with curved sides
8. all shapes with four sides
9. all shapes with three sides
10. all small shapes

Each child should be given at least one chance to participate.

2. Focus: evaluating and correcting statements using *taller than* and *longer than* in a true-false game

Say:

Now I will whisper something to each of you. You are to tell the group what I say. Then everyone will tell you in a sentence whether what you said is true or false. Let's try one!

Have the children take turns standing by you. Use the list given below. The group should respond to each child with a sentence such as "Yes, a refrigerator is taller than a television" or "No, a watermelon is not longer than a bathtub."

1. A refrigerator is taller than a television.
2. A watermelon is longer than a bathtub.
3. A rocking horse is taller than a jungle gym.
4. A slide is longer than a sled.
5. A tree house is taller than a dollhouse.
6. A fire truck is longer than a passenger train.
7. A mop is taller than a pail.
8. A potato is longer than an ironing board.
9. A doghouse is taller than a telephone pole.
10. A mop is longer than a hot dog.
11. A bottle of soda pop is taller than a tricycle.
12. A bed is longer than a toothbrush.
13. A sailboat is taller than a rowboat.
14. A bicycle is longer than a school bus.
15. A toddler is taller than a farmer.
16. A guitar is longer than a cap gun.
17. (Sam) is taller than a space capsule.
18. An airplane is longer than a roller skate.
19. (Clare) is taller than an ice-cream cone.
20. A hairbrush is longer than a teeter-totter.

309



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about the relationship between two words

Say:

Let's play a thinking game. When I say two words, try to figure out how they go together. Here are the first two: *oars* and *rowboat*. How do those two things go together? (Discuss) Yes, oars are used to move a rowboat over the water.

Continue as above with the following pairs of words. The individuals you call on should respond in sentences. Try to make sure everyone understands the relationship between the two objects.

- | | |
|-------------------------------|-------------------------------|
| 1. bird, birdseed | 12. telephone, telephone pole |
| 2. light bulb, lamp | 13. bird, worm |
| 3. plug, iron | 14. eyes, glasses |
| 4. ice cube, water | 15. dog, meat |
| 5. key, lock | 16. shoes, laces |
| 6. cat, milk | 17. boat, water |
| 7. soap, water | 18. ring, finger |
| 8. clothes, washer | 19. squirrel, nuts |
| 9. sheets, pillow | 20. school bus, child |
| 10. cash register, money | |
| 11. football, football player | |

2. Focus: thinking of and naming three things from requested categories, and then classifying them

Say:

Now let's play another thinking game. I will ask one of you to tell the group three words that go together. The group must then name the word or phrase that describes all three words.

Choose a child to come to the front. Whisper to that person:

Think of three toys, (Larry). Say the names of the toys to the group; then ask, "What are they?"

When the group has answered correctly, continue as above with the following categories:

- | | | |
|---------------|------------|----------------|
| 1. actions | 5. fruits | 8. toys |
| 2. body parts | 6. numbers | 9. shapes |
| 3. colors | 7. people | 10. vegetables |
| 4. foods | | |

310



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: thinking of and naming animals or foods while stressing three, four, five, and more

Say:

Let's see how fast you can name animals or foods. Name (four animals), (Debbie).

Vary your requests to challenge individuals, having children name from three to five or even more animals or foods at a time. Always give the child's name last to retain suspense. Praise all reasonable efforts.

VARIATION: To make the activity *harder*, add other categories.

2. Focus: talking about one's experiences of being in trouble

Say:

Tell me what it means to be "in trouble."

Encourage discussion of the phrase. Then say:

Let's talk about when you were in trouble. Raise your hand when you are ready to tell us about a time when you were in trouble.

Have the volunteers take turns talking about their own experiences. Accept all responses.



Materials

ACTIVITY 1

Display Board (optional)
4 ledges (optional)

Poster 2 (optional)

Sound Book 3
Page 11, band 2

Teacher provides
Blank cassette
Record player
Tape recorder

ACTIVITY 2

Display Board
4 ledges

Poster 2

1. **Focus:** listening to "Sounds of the Circus," and then making up a progressive story about going to a circus

Say:

Close your eyes and imagine where you would be if you heard these sounds.

Play band 2 and then ask:

What place would sound like that? (Encourage unison response) Yes, these sounds are all circus sounds. Now let's make up a story about a trip to the circus. Everyone will have a turn to add a sentence in the story. Please listen very closely to the persons who speak before you do. I will take the first turn.

Start the tape recorder. Announce the story's title — "A Trip to the Circus" — and begin with a sentence like "One day my father surprised me by saying, 'Let's get ready to go to the circus.'" Then have the children each add a sentence or two to the story. Play back the finished story, and call on children to identify each speaker.

VARIATION: To make the activity *easier*, use the ledges to display the poster "Circus" on the board after the children have heard the sound effects. If the poster is used, leave it on display for Activity 2.

2. **Focus:** talking about the number of wheels on unicycles, bicycles, and tricycles, and telling which one would be easiest to ride, using the poster "Circus"

Use the ledges to display the poster on the board.

Say:

There are three kinds of cycles: tricycles, bicycles, and unicycles. Let's find these three kinds of cycles in the poster.

Help the children identify them. Then ask:

How many wheels does a tricycle have? (Pause) That's right; a tricycle has three wheels. How many wheels does a bicycle have? (Pause) Good; a bicycle has two wheels. How many wheels does a unicycle have? (Pause) Yes, a unicycle has one wheel. *Uni* means one, *bi* means two, and *tri* means three. Now, let's talk about which kind of cycle would be the hardest and easiest to ride and why.

Lead the discussion, using questions to encourage every child to participate. End by reviewing the meanings of *tri*, *bi*, and *uni*, but don't pressure the children to use these terms.



Materials

ACTIVITY 1

Cards
Animals
3 6 16 33
4

Display Board
2 ledges

ACTIVITY 2

None

1. Focus: describing and talking about beetles, spiders, flies, butterflies, and bees

Display the five animal cards on the board.

Point to the cards and say:

Let's talk about each of these small creatures.

Point to each picture in turn. Have each creature named and described, adding instructive comments. Then ask:

What word could we use to name all five of these?

Discuss what word would be appropriate. Explain that all except the spider are *insects*, that all five could be called *bugs*, and that all are *animals*. Then say:

Now let's find out how these animals are the same, and how they are different. Tell me how many legs each one has.
(Discuss) Yes; a bee, a fly, a beetle, and a butterfly each have *six* legs, but a spider has *eight* legs.

Lead a discussion about these and other small animals by asking questions like these:

1. How are these animals different from most farm animals?
2. Where might you find small animals like this?
3. Have you ever seen any small animals? If so, where?
4. Did you ever catch any? If so, how?
5. Which of these animals can spin? Fly? Bite? Swim?
Crawl? Roll up? Produce something we eat?
6. What do these animals eat?
7. What season of the year do you see these animals most often?
8. How do these small animals help us?
9. How do you feel about animals like this?

Stress the fact that plants and animals depend on one another. Encourage the children to be curious and to explore for bugs and insects on their own.

2. Focus: talking about seasons and the activities that are fun to do during each of the four seasons, and then completing statements about the sequence of seasons by stressing *before* and *after*

Say:

Now let's talk about what is fun to do during different seasons of the year. What do you like to do in winter?

Lead a discussion on the indoor and outdoor winter activities available in your community. Call on children to name their favorites. Continue with discussions of spring, summer, and fall activities. Then say:

Now let's talk about what season you like best and why it is your favorite.

Call on everyone in turn. End by asking the group to complete the following statements:

1. After winter, it is _____. (spring)
2. After spring, it is _____. (summer)
3. After summer, it is _____. (fall)
4. After fall, it is _____. (winter)
5. Before winter, it is _____. (fall)
6. Before fall, it is _____. (summer)
7. Before summer, it is _____. (spring)
8. Before spring, it is _____. (winter)



Materials

ACTIVITY 1

Teacher provides
Pieces of string, each
about 3 feet (1 meter)
long, 1 for each child & 1
for self

ACTIVITY 2

None

1. **Focus: comparing the length, width, and height of classroom objects to a piece of string about three feet (one meter) long while stressing *shorter than*, *longer than*, and *same as***

Give each child a piece of string; hold one yourself.

With the children standing before you, hold your string out to full length and say:

This piece of string is one meter long. Let's find some classroom items that are about as long, or tall, or wide as a meter.

Help them find several such items by calling on children to measure possibilities with their strings. Each child should describe the object he or she measured in a sentence like "The table is longer than the string" or "The chair is shorter than the string" or "The door is the same width as the string." Stress the use of *shorter than*, *same as*, and *longer than*.

Continue by asking children to predict whether other items are the same as, shorter, longer, taller, or wider than a meter. Each child you call on should verify the estimate by comparing the object's length with the string's.

VARIATION: To make the activity *easier*, choose items obviously shorter than a meter, and help children measure them with the string. Then continue with items that are longer than a meter.

2. **Focus: completing sentences which stress opposites and the words *if* and *then***

Say:

I will say some sentences, but I will not finish them. Listen carefully to each sentence, and try to figure out the opposite that will finish it correctly.

Call on children to complete the following statements. After each is completed correctly, lead the group in repeating the entire sentence.

1. If it is not small, then it is _____. (large)
2. If it is not short, then it is _____. (long)
3. If it is not narrow, then it is _____. (wide)
4. If it is not thick, then it is _____. (thin)
5. If it is not low, then it is _____. (high)
6. If it is not slender, then it is _____. (fat)
7. If it is not big, then it is _____. (little)
8. If it is not light, then it is _____. (heavy)

Continue by reversing each sentence, like this: "If it is not large, then it is _____ (small)."



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about possible solutions to school problems

Say:

Let's talk about problems we might have to solve in school someday.

Lead discussions of solutions to the following school situations. To encourage everyone to participate, hint at possible solutions. Praise all creative efforts.

Problem Situation**Possible Solutions**

1. Suppose our whole group wanted to sit around a table to do a project, but the table was not large enough for everyone. What could we do to solve this problem?

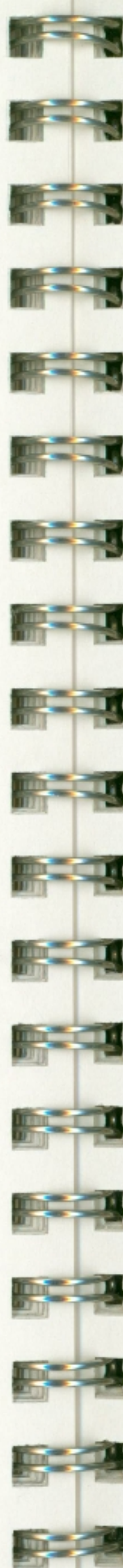
- Have everyone sit on the floor.
- Find more chairs and squeeze close together.
- Push several tables together.

2. Suppose that when it was time to go home from school, we found out that all our gloves and mittens were lost or mixed up. How could we solve this problem?

- Put strings on mittens and attach to jacket.
- Everyone have different colors and designs.
- Put our gloves into coat sleeves or pockets.
- Put names on them.

3. When another class came to visit ours, it was raining outside. We did not have enough coat hooks for everyone. What could we do to solve this problem?

- Put more than one coat on the hooks.
- Put extra coats on chairs.
- Make a neat pile of coats.



- Suppose it were our morning snack time, and we did not have enough plates for everyone. What could we do to solve this problem?

- Use napkins.
- Cut the paper plates in half.
- Share a plate.
- Cut up art paper.

2. Focus: imitating clapping and stamping patterns in the game Copycat

Ask the children to stand before you. Say:

Let's play the game Copycat. I will clap and stamp different patterns. Please watch and listen carefully as I make a pattern. Then all of you are to be copycats and make the same pattern together.

Use your hands and feet to make patterns like those given below. Have the children repeat them in unison. Adjust the patterns to challenge the children.

- clap, clap, stamp, stamp, clap, clap, stamp, stamp
- stamp, clap, clap, clap, stamp, clap, clap, clap
- clap, clap, clap, stamp, stamp, clap, clap, clap
- clap, clap, pause, stamp, pause, clap, clap, pause
- stamp, clap, clap, pause, stamp, clap, clap, pause
- stamp, stamp, stamp, clap, stamp, stamp, stamp, clap

VARIATIONS: To make the activity *harder*, call on individuals to repeat the pattern and/or to make up patterns for the group to imitate. To make it *easier*, reduce the length of the pattern from eight actions to about four.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about being proud

Sit in a circle with the children and say:

We have talked about how we sometimes feel happy, sad, frightened, excited, shy, angry, or surprised. Today let's talk about another feeling: being proud. What does the word *proud* mean?

Lead a discussion until everyone understands that feeling proud means feeling good about something done well. Call on volunteers to describe experiences that made them feel proud.

VARIATION: To make the activity *easier*, do not define *proud*. Simply give examples that illustrate its meaning.

2. Focus: evaluating situations and deciding if they would create feelings of happiness, sadness, excitement, surprise, fright, anger, shyness, or pride

Say:

I will describe some situations. For each one, tell me how you might feel if the same thing happened to you. Tell whether you would feel happy or sad, frightened or excited, angry or shy, surprised or proud. Let's begin.

Read the situations listed below. Encourage discussion, and accept all reasonable responses.

1. Mark had been feeling happy about going to his friend's birthday party. But on the day of the party, he woke up with the measles. How do you think Mark felt?
2. Francesca felt sad because her bicycle had a flat tire. Her brother fixed it for her. How do you think Francesca felt then?

3. William took his dog for a hike in the woods behind his house. After he had walked a long way, he noticed it was getting dark and decided to start home. When he started back, he couldn't find the path he had been following. How do you think William felt?
4. Sheila had a part in the school play. She had worked very hard to learn her part, and on the day of the play, she remembered all her lines perfectly. After the play, her mother and father said, "Sheila, you did a fine job!" How do you think Sheila felt?
5. Rodney saw some big boys bullying his friend Joanie. They threw Joanie's books on the ground and pushed her. How do you think Rodney felt?
6. Vernon got a sled for his birthday, but he had not been able to use it because there was no snow. One day his mother called to him, "Vernon, come quickly and look out the window. It is snowing!" How do you think Vernon felt?
7. Mother was meeting with some people in the living room. There was a phone call for Mother. Sarah had to go into the living room where all the adults were to tell her mother about the phone. How do you think Sarah felt?
8. Jimmy John heard the doorbell ring, but when he opened the door, no one was there. How did Jimmy John feel?
9. Mei-Ling saw a tall ladder leaning against the house, so she started to climb it. When she got almost to the top, she looked down. How do you think Mei-Ling felt?
10. Rocco likes to visit his aunt and uncle. Today is the last day of his visit, and tomorrow he will go home. How do you think Rocco feels?
11. Joyce had a big chocolate cookie. She shared part of her cookie with Yvette. How did Yvette feel?
12. Emilio took his lunch to school. At lunch time he went to get his lunch, and someone had taken it. How did Emilio feel?
13. Malita and Ruth were very good friends. One day Malita invited Ruth to come with her after school and to spend the night. How do you think Ruth felt?
14. Adam had a great big red balloon. Suddenly it popped with a loud bang! How did Adam feel?
15. Stewart had just moved to town and was going to a new school. At recess some boys decided they would play football. Stewart wanted to ask to join them, but he didn't know any of the boys. How do you think he felt?
16. Everyone in Cameron's class had been working very hard on art pictures because Ms. White, the teacher, said

she was going to give a prize for the best picture. When the day to give the prize came, Ms. White said, "First prize for a fine picture goes to Cameron." How do you think Cameron felt?

VARIATION: To make the activity *easier*, select the situations involving the feelings easiest to describe.

316



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
335

Teacher provides
Record player

Sound Book 2
Page 6, band 1

1. Focus: naming and counting parts of the arms, legs, and head

With the children standing in a circle, say:

Look at my arms move. (Shake both arms) **Now shake your arms.** (Pause) **Let's name as many parts of our arms as we can.**

Point to the parts in turn and call on individuals to identify them. Then lead the group in naming in unison the nine parts of the arm from the fingernails to the shoulder: fingernails, fingers, thumbs, knuckles, hands, wrists, elbows, arms, and shoulders. Have the children count the parts aloud in unison. Repeat this procedure with the following body parts:

1. legs (toenails, toes, knuckles, heels, feet, ankles, knees, legs, thighs, etc.)
2. head (hair, ears, forehead, eyes, eyebrows, eyelashes, nose, lips, teeth, jaw, cheeks, chin, etc.)

2. Focus: performing an African dance to the music "Rhythm Walk"

With the children standing in a circle with you, say:

All over the world, people dance. Today we are going to learn a dance which comes from Africa. It is called "Ring Shout." First we move around the circle in this direction (point), shuffling our feet like this. (Demonstrate) It is very important *not* to lift your feet off the floor. Let's try shuffling our feet along the floor together.

Play the recording, and lead the children in the shuffle action in time to the music. When the children can shuffle in a circle correctly, continue:

Now let's do some actions with other parts of our bodies as we shuffle. Do any action you like in time with the music. You might raise both arms, or nod your head, or bend at your waist. Remember, keep your feet on the floor all the time; do not lift them off the floor.

Repeat the music; the children are to shuffle as they move other body parts (not in unison) to the music, creating a wave-like effect. Suggest another movement to a child only if necessary. Encourage them to have fun. Continue as time and interest suggest.

317



Materials

ACTIVITY 1

Fruits & Vegetables
All

ACTIVITY 2

None

1. Focus: brainstorming what can be made from real fruits and vegetables

Put the fruits and vegetables into the bag.

With the children sitting in a circle, wear the bag and say:

I am going to give each person a fruit or a vegetable. Please think of all the things that could be made from your fruit or vegetable if it were real.

Let each child take an item from the bag. Keep an apple for yourself. Hold it up and say:

I have an apple. Apples can be used to make many foods, which often have the word *apple* in the name. I can think of one: We can make apple juice from apples. Can you think of another?

Call on children to name in sentences such foods as apple pie, apple jelly, apple sauce, candy apples, apple cider, etc. Then let the children take turns naming foods made from their fruit or vegetable. If necessary, suggest some of these:

1. banana - *banana split, banana pudding, banana sandwich*
2. carrot - *carrot sticks, carrot juice, carrots for a rabbit, carrot cake*
3. corn - *fried corn, corn on the cob, corn fritters, corn bread, popcorn, corn oil, corn dogs, cornmeal, cornflakes, cornstarch, corn chips*
4. lemon - *lemonade, lemon juice, lemon tea, lemon flavoring*
5. onion - *onion soup, fried onion rings*
6. orange - *orange juice, orange cake, orange tea, orange marmalade*
7. peach - *peach jam, peach pudding, peaches and cream, stewed peaches*
8. pear - *pear honey, pear salad, stewed pears*

9. pineapple - *pineapple* juice, candied *pineapple*, *pineapple* ice cream, *pineapple* upside-down cake, canned *pineapple* chunks.
10. potato - french-fried *potatoes*, *potato* chips, mashed *potatoes*, baked *potato*, *potato* soup, roast *potato*
11. strawberry - *strawberry* jam, *strawberry* ice cream, *strawberry* cheesecake, *strawberry* shortcake
12. tomato - *tomato* juice, *tomato* soup, *tomato* salad, *tomato* sauce, *tomato* catsup, lettuce-and-*tomato* sandwich, stewed *tomatoes*

2. Focus: naming and remembering the sequence of fruits and vegetables in a planting-a-garden game

Say:

Let's pretend we are going to plant a vegetable garden. I will ask each of you to name a vegetable you would plant. When it is your turn, name the vegetables in the order already chosen, and then add yours to the list. Let's begin. I'll start: "In our garden, let's plant (corn)." Now, (Rebecca), say what I said and add another vegetable.

Continue until an error is made. Then start again, calling on other children. Give every child at least one turn, calling most often on those who need help.

318



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: identifying workers from pantomimed actions

Say:

Today let's pretend again to be people with interesting jobs. I will whisper a kind of job to each of you. When it is your turn, please say and do what you think someone with that job would. The rest of the group will try to guess who that person is.

Use the following list. If necessary, help shy children by playing part of the role. Suggest gestures and conversation appropriate for each profession.

- | | | |
|-----------------|--------------------------|---------------------------------|
| 1. babysitter | 9. gas station attendant | 15. police officer |
| 2. barber | 10. grocer | 16. school principal |
| 3. boxer | 11. house painter | 17. singer |
| 4. bus driver | 12. lion tamer | 18. teacher |
| 5. cook | 13. mail carrier | 19. television weather reporter |
| 6. dentist | 14. nurse | |
| 7. doctor | | |
| 8. fire fighter | | |

2. Focus: talking about what one would do or change if one were a teacher for a day

Say:

Now pretend you could be a teacher for one day. Raise your hand when you are ready to tell us what you would try to do or change during the day you were the teacher.

Encourage all children to have a turn.



Materials

ACTIVITY 1

Cards

Stories (optional)

355 363 365 367

361 364 366 368

362

Teacher provides

Blank cassette

Tape recorder

ACTIVITY 2

None

1. Focus: retelling the story "P. Mooney and Mr. Nobody," and then telling the story backwards

Say:

One story we have not talked about for a long time is "P. Mooney and Mr. Nobody." Let's take turns telling it now.

When the plot of the story has been retold, say:

Suppose Mr. Nobody forgot to take his blue medicine one day, and his body parts began to disappear in the opposite order from which they appeared. Let's make up and record a story about what happened. Then we will listen to our story.

Choose a child to start the story as you record it. Continue calling on children until as many as possible have contributed. Then play the recording for the group to hear. Praise all reasonable efforts.

VARIATION: To make the activity *easier*, display in reverse order the cards listed under Materials.

2. Focus: evaluating and correcting statements about body parts in a true-false game

Say:

Let's play a true-false game. I will whisper something to each of you. You are to tell the group what I say. Then everyone will tell whether what you say is true or false.

Have the children take turns standing by you. Use the statements given below. Then have the group or individuals answer in a sentence such as "No, a finger is not part of the foot" or "Yes, a finger is part of the hand."

1. A finger is part of the hand.
2. A foot is part of the arm.
3. A nose is part of the face.

4. A head is part of the body.
5. An ankle is part of the leg.
6. A fingernail is part of the foot.
7. A heel is part of the foot.
8. An ear is part of the hand.
9. A knee is part of the arm.
10. An elbow is part of the arm.
11. A thumb is part of the foot.
12. A wrist is part of the arm.
13. Eyes are part of the face.
14. Teeth are part of the mouth.
15. A shoulder is part of the leg.
16. A tongue is part of the mouth.
17. A thigh is part of the arm.
18. A leg is part of the body.
19. A face is part of the head.
20. A knuckle is part of the nose.

VARIATION: To make the activity *harder*, have the children make up their own statements.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: brainstorming actions, vehicles, and workers

Say:

Let's see how fast you can name actions, vehicles, and people who are workers.

Call on children by saying, "Name three (actions), (Brady)." Vary the requests for actions, vehicles, and workers. Always give the child's name last, and praise all reasonable efforts.

VARIATIONS: To change the level of difficulty, request more or fewer than three items per turn.

2. Focus: talking about not being able to open one's mouth for an entire day

Ask:

What would it be like if you couldn't open your mouth for a whole day? Think about the things you would not be able to do or would have trouble doing. Raise your hand when you are ready to answer.

Lead a discussion of this situation. See that everyone has a chance to participate. Stress the use of sentences.

VARIATION: To make the activity *harder*, have the group discuss what would be good, bad, and dangerous about this situation.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

Cards

Foods

95	107	124	129
97	120	125	130
103	123	126	135
106			

ACTIVITY 2

None

1. Focus: naming prepared foods and describing how they originally looked

Stack the 13 food cards.

Show card 106, and say:

Let's think about this picture. What does it show? (Pause) Yes, it shows two fried eggs. What did these eggs look like before someone decided to fry them? (Discuss) What was done to make them look like this picture?

Summarize the main points discussed before showing the next card. Continue with the remaining cards.

2. Focus: completing statements which relate parts of things to wholes

Say:

Let's do some more thinking. I will read some sentences about parts of things, but I will leave off the last word of each sentence. Listen carefully and tell me what the last word should be.

Call on individuals to complete the sentences listed below. From time to time, repeat those with which the group had difficulty.

1. A leaf is part of a _____. (plant, flower, tree)
2. A page is part of a _____. (book, paper)
3. A knob is part of a _____. (door)
4. A window is part of a _____. (house, building)
5. A sleeve is part of a _____. (coat, blouse, dress, shirt)
6. A pedal is part of a _____. (bicycle, tricycle)
7. A feather is part of a _____. (bird)
8. A branch is part of a _____. (tree)
9. A wing is part of a _____. (bird, airplane)

10. A wheel is part of a _____. (vehicle, car, truck, etc.)
11. An oven is part of a _____. (stove)
12. A zipper is part of a _____. (jacket, pants, coat)
13. A seed is part of a _____. (plant)
14. Whiskers are part of a _____. (cat, animal, a man's face)
15. A sail is part of a _____. (boat)
16. A propeller is part of an _____. (airplane)
17. An engine is part of a _____. (car, truck, airplane, lawnmower)
18. A crust is part of a _____. (pie, loaf of bread)
19. A pocket is part of a _____. (coat, jacket, pants)
20. A blade is part of a _____. (knife)

322



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 5

ACTIVITY 2

Display Board
4 ledges

Poster 5

1. Focus: talking about why various things might be happening on the poster "Winter Scene"

Use the ledges to display the poster on the board.

Point to the poster and say:

Let's talk again about this winter scene. I want you to think about and explain why certain things are happening in the picture.

Point to the item mentioned as you ask each question listed below. Call on individuals in turn to answer. Accept all reasonable responses.

Why do you think . . .

1. the cat is on the fence?
2. the ambulance is there?
3. the man is carrying the little child on his shoulders?
4. the girl at the fire is wearing dark glasses?
5. the two people are helping the other person work?
6. there are so many birds flying?
7. the house has bells around it?
8. the TV truck and crew are there?
9. the boy pulling the sled threw a snowball at the girl?
10. the skier has only one leg?
11. the people on the snowmobile have stopped?
12. there is a basket next to the fire?
13. the girl's dog is wearing a sweater?
14. the man is taking a picture?
15. the boy fell off the toboggan?

2. Focus: counting items on the poster "Winter Scene" to answer "how-many" questions

Leave the poster from Activity 1 on display.

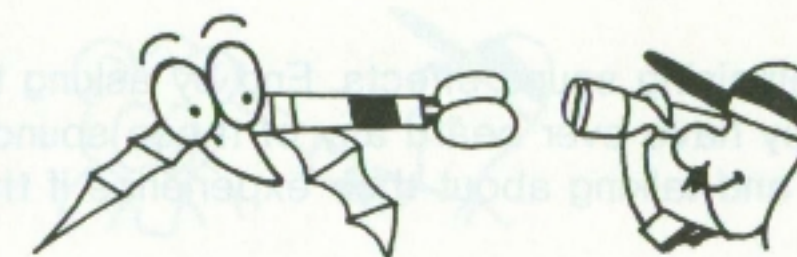
Say:

Now let's count some of the things in our poster. How many (rabbits) do you see in this poster, (Lydia)? Tell us in a sentence.

The child should respond in a sentence like "There are (two rabbits) in the poster." Then lead the group in counting the (rabbits) as you point to them. Continue as above with these pictured items:

- | | |
|---|-----------------------|
| 1. snowmen | 6. things with wheels |
| 2. people wearing jackets or coats with hoods | 7. animals with hoofs |
| 3. people wearing hats | 8. people riding |
| 4. things with four legs | 9. people cooking |
| 5. things that move on runners | 10. people skating |
| | 11. people throwing |
| | 12. people skiing |

323



Materials

ACTIVITY 1

None

ACTIVITY 2

Sound Book 3
Page 6, bands 1-9
Page 7, bands 1-3

Teacher provides
Record player

1. Focus: making up and telling stories about pairs of sounds

Say:

Today let's make up stories. I will mention two sounds that you might hear. Think about them for a minute, and then make up a short story about what might have happened. When I call on you, tell us your story. Here are the first two sounds: a jet airplane taking off (imitate the sound) and then a loud crash of thunder.

Call on several children to tell different short stories about these two sounds. Then repeat this procedure, using the following or other pairs of sounds. Encourage each child to take a turn, giving hints as necessary. Praise all reasonable efforts.

1. a door creaking and then soft footsteps
2. the wind howling loudly and house shutters banging
3. fire-engine siren wailing and the loud crackling of a fire
4. a bumping sound and a knock at the door

OPTIONAL: Summarize each story after the child finishes.

2. Focus: listening to "Sounds of People — Actions," identifying each, and talking about why each sound might happen

Have the children sit on the floor or on rugs. Say:

Let's pretend that you are asleep in a strange house. Lie down, everyone. (Pause) Everything in the house is very dark. It is the middle of the night. Suddenly you wake up. You heard a sound like this. . . .

Play the first sound effect. Then whisper in a surprised voice:

Sit up! (Pause) What was that? (Encourage several responses) Yes, it was the sound of someone clapping. Why would someone be clapping in the middle of the night? (Discuss) Now lie back, everyone. Let's listen for another sound.

Continue with the remaining sound effects. End by asking the children whether they have ever heard any of these sounds in the middle of the night, and talking about their experience if they have.

324



Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
284-293

ACTIVITY 2

Display Board
4 ledges

Poster 5

1. Focus: identifying numbers from one to 10 from rhyming words, then identifying rhyming words from numbers

Stack the 10 numeral cards in order.

Say:

Let's play our rhyming game with numbers again. First, let's look at the number cards and count aloud from one to 10.

Hold up the cards in order, one by one, as you lead the children in counting. Then continue:

Now let's count backwards from 10 to one as we look at the number cards.

Lead the class in doing so. Then present the following questions in random order, calling on individuals to answer:

What number rhymes with . . .

- | | | |
|------------------|-------------------|-----------------|
| 1. <i>run?</i> | 5. <i>dive?</i> | 8. <i>late?</i> |
| 2. <i>glue?</i> | 6. <i>mix?</i> | 9. <i>pine?</i> |
| 3. <i>bee?</i> | 7. <i>heaven?</i> | 10. <i>pen?</i> |
| 4. <i>snore?</i> | | |

Continue by saying:

When I call on you, tell me a word that rhymes with the number I say.

Present numbers from one to 10 in random order. The children you call on should respond by naming a rhyming word in a sentence.

2. Focus: talking about what the poster "Winter Scene" would look like in summer

Use the ledges to display the poster on the board.

Point to the poster and say:

Look at this picture of a winter scene. Let's talk about how the scene on this poster would look if it were summertime.

Ask the following questions as you point to the appropriate items on the poster. Give everyone a chance to participate, and accept all reasonable responses. Stress the use of sentences.

What do you think . . .

1. the hillsides and the lake would look like?
2. the people would be wearing?
3. the people would be doing? What kinds of sports and games might they be playing?
4. the people might be eating?
5. the vehicles would be?
6. the trees, plants, and animals would look like?

325



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: listening to compound words, and identifying the two short words in each

Say:

Today let's take apart some more long words that each contain two short words. Raise your hand when you can tell me the two short words in each long word my helper says.

Ask a child to stand beside you as a helper. Whisper a word from the list below for the child to say to the group. When someone has identified the two short words, call on other children to define each of them.

- | | | |
|----------------|-----------------|--------------|
| 1. afternoon | 7. fireman | 13. indoors |
| 2. anyone | 8. flashlight | 14. seesaw |
| 3. bathroom | 9. football | 15. sometime |
| 4. basketball | 10. footprint | 16. somebody |
| 5. baseball | 11. grasshopper | 17. suitcase |
| 6. firecracker | 12. homework | 18. upstairs |

2. Focus: listening to sentences containing compound words in which the order of the short words is reversed, identifying the "backwards" words, and correcting the sentences

Say:

Now let's try to figure out long words that are said backwards and used in sentences. Here's the first one: "I must do my workhome tonight." What word is backwards? (Pause) You are right. *Homework* is the backwards word. Now let's say the sentence together correctly.

Lead the group in saying, "I must do my *homework* tonight." Continue as above with the following sentences. Give everyone a turn.

1. In the *noonafter*, my little brother takes a nap.
2. Is there *oneany* here who can jump rope?

3. There's a bug in the *room*bath!
4. My big sister is a *ball*basket player.
5. I have lost my *ball*base glove.
6. The *cracker*fire went off with a loud bang!
7. The *fighter*fire used the hose to spray the burning building.
8. I used a *light*flash to look in the dark closet.
9. The *ball*foot soared between the goalposts.
10. He spied a mysterious *print*foot in the mud.
11. I found a *hopper*grass in the bucket.
12. When we go on vacation, I pack my *case*suit.
13. There is a *saw*see at the park playground.
14. I would like to go to the beach, *time*some.
15. Will *bodys*ome please pass the milk?
16. When it rains, we have to play *door*sin.
17. Go *stairs*up and bring me a blanket.

If more practice is necessary, repeat items from Activity 2 of lesson 303.

326



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories
12 21 252 265
15 251
267-283

ACTIVITY 2

Cards
Pictures from Several
Categories
12* 21* 252* 269*
15* 251* 265* 275*

1. Focus: classifying kinds of transportation which do and do not require gasoline or diesel fuel

Display the 23 picture cards in random order on a chalkledge.

Point to the cards and say:

These pictures all show ways to move from one place to another. Let's figure out which ones use gasoline or diesel fuel, and which do not.

Discuss each pictured item, separating the cards into users and non-users of gasoline and diesel fuel. Then point to the fuel-using vehicles and continue:

Now let's talk about how much fuel these vehicles need. Tell me which vehicle would need the most fuel, and why you think so.

Call on several children, and accept all reasonable responses. Then continue with these questions:

Which vehicle . . .

1. uses the least fuel? Why?
2. could carry the most persons? Why?
3. could go the longest distance? Why?
4. have you traveled in? Why?

2. Focus: talking about how non-users of gasoline or diesel fuel move, and then brainstorming other ways of moving

Display the eight cards in random order on a chalkledge.

Point to the cards and say:

Now let's talk about how each of these items moves. Think about what kinds of energy they use.

Discuss each card in turn with the children. Then continue:

Now let's talk about other ways to travel that do not use gasoline or diesel fuel.

Lead the children in brainstorming such means of transportation as walking, skis, snowshoes, canoes, gliders, hang gliders, skateboards, and balloons.

327



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: completing short stories by predicting what might happen in a variety of situations

Say:

Let's do some thinking. I will read part of a very short story. When I call on you, tell us what might happen to finish the story.

One at a time, present the following situations. The children you call on should respond in sentences and use the right verb forms. Encourage a variety of endings in each case.

1. Carlotta went to play at her friend's house. She took her shoes off because it was hot. When she got ready to go home, she could not remember where her shoes were. What do you think happened?
2. Steve had to use a wheelchair because he couldn't walk. His class took a trip to a bakery. Steps led up to the front door. What do you think happened?
3. Bethany had borrowed a picture book from the school library. On the day the book was supposed to be returned, Bethany could not find it. What do you think happened?
4. The teacher announced that all the quiet children in the room were going to have a snack. Alvin was busy talking to Charles. What do you think happened?
5. Margaret accidentally locked the door to her house, and she could not get inside because she did not have a key. What do you think happened?
6. It was a cold day. Philip put on his jacket, but the zipper was broken. What do you think happened?
7. It was Mother's birthday. Coretta was going to wrap Mother's gift. She discovered there was no wrapping paper. What do you think happened?
8. All of the children were going to make a decoration for the class party. Donald did not listen to the teacher's directions. What do you think happened?

9. Mother was going to make sandwiches for lunch. There was not enough bread. What do you think happened?
10. Some children were playing ball beside a busy street. The ball rolled into the street. What do you think happened?

2. Focus: brainstorming living and non-living things

Say:

Let's play a thinking game about things that are living. A living thing uses food and grows. Plants and animals are living things. Let's see how fast you can name things that are *living*. When I point to you, name a living thing.

Call on children in random order. Give everyone at least two turns. Then continue by calling for things that are not living.

VARIATION: To make the activity *easier*, name animals, plants, and non-living objects for children to identify in a sentence as living or non-living.

328



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: comparing units of time and talking about whether it takes a year or a minute to do certain activities

Say:

Let's talk about time again. Sometimes we say that it takes us a minute to do something. Other times we say it takes us a year. Which is longer — a year or a minute? (Pause) Yes, a year is longer than a minute.

Discuss. Then have the children respond in sentences to questions like these:

Does it take about a minute or a year . . .

1. to rinse an apple?
2. to go from one birthday to another?
3. to turn to the right television station?
4. for a kitten to become a cat?
5. to tie your shoes?
6. to go from one summer to the next?
7. to light a candle with a match?
8. for you to grow two or three inches?
9. to button your shirt?
10. to look at a birthday card?
11. to clean the windshield of a car?
12. for you to grow out of a jacket?
13. to zip your jacket?
14. to dial a telephone number?
15. to grow tall enough to reach the water faucet?
16. to put on a pair of shorts?
17. to fill a glass with milk?
18. for the legs of your jeans to be too short?

2. Focus: describing what one usually is doing at certain times of the day

Say:

**We usually do certain things at the same time each day.
Let's think about what we usually do at 12 o'clock noon.**

The children you call on should respond in sentences such as "At noontime we usually eat our lunch." Continue with questions like these:

What are we usually doing at . . .

1. 12 o'clock midnight?
2. 9 o'clock in the morning?
3. 2 o'clock in the afternoon?
4. 6 o'clock at night?
5. 4:30 o'clock in the afternoon?
6. 3 o'clock in the morning?
7. 7:30 o'clock in the morning?
8. 9 o'clock at night?

VARIATION: To make the activity easier, don't specify the hour when you ask children what they do at various points in the day.

329



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 1

ACTIVITY 2

Cards
Animals

7 12 21 29
8 13 22 31
9 14 23 32
10 18 27 36
11 20 28

Music
336

Sound Book 2
Page 6, band 2

Teacher provides
Record player

1. Focus: predicting and talking about "what would happen if. . .?" using the poster "Farm in Spring"

Use the ledges to display the poster on the board.

Say:

Let's use the poster "Farm in Spring" to play the game What Would Happen If. . .? Look at P. Mooney pitching hay from the hayloft. The loft is the attic or top floor of the barn. (Point) What would happen if he lost his balance and slid down into the loft?

Encourage discussion, and accept all responses. Continue with these imaginary situations:

What do you think would happen if . . .

1. the dog chased the cat?
2. the dragonfly flew into the spider's web?
3. the goat tried to butt the calf?
4. the fox tried to catch the duckling?
5. the baby raccoon played with the hornets' nest?
6. the butterfly landed on the turtle's nose?
7. the frog jumped into the boy's overalls?
8. the tractor rolled backwards downhill?
9. lightning struck the barn?
10. the goose tried to catch the turtle?
11. the horses stopped and wouldn't let the farmer lead them?

12. the turkey pecked the colt?
13. the hen laid an egg outside?
14. the bull broke through the fence?

2. Focus: imitating barnyard noises to the music "Round Dance" in a stop-go listening game

Display the 19 animal cards on a chalkledge.

Let each child choose a card. Have the children stand in a circle as you hold the music card and say:

Let's play a game called "Barnyard Noises." I will be the farmer, and you will be the barnyard animals. Put your animal card on the floor in front of you. When the music begins, join hands and circle the barnyard animals. When the music ends, stop and look at the card in front of you. Make the noise which that animal makes. When the music starts, circle the cards again.

Play the music as the children move. Then lift the needle, and have the children all make their sounds at once. Then go around the circle and have each child in turn make his or her sound.

Encourage the children to enjoy themselves. Continue as time and interest suggest.

330



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: evaluating whether certain things can happen anytime, sometimes, or never

Say:

Today let's talk about things that happen *all the time*, *sometimes*, or *never*. These words and phrases tell us how often certain things take place. I will name something that happens. Tell me if it happens *all the time*, *sometimes*, or *never*.

Use the statements listed below. For the first two or three, have the group respond. Then let individuals answer in sentences such as "We breathe all the time." The children you call on should explain those statements for which the correct answer is "sometimes" or "never."

- | | |
|----------------------------------|---|
| 1. We breathe. | 11. A cat has kittens. |
| 2. We play in the snow. | 12. A hen lays eggs. |
| 3. We climb stairs. | 13. We fly using our arms as wings. |
| 4. We hear. | 14. We sleep. |
| 5. We can read when we are born. | 15. Water is wet. |
| 6. We ride in a car. | 16. The wind blows. |
| 7. A leopard has spots. | 17. It's dark at night. |
| 8. Trees lose their leaves. | 18. We know how to talk when we are born. |
| 9. A baby grows. | 19. We see. |
| 10. We smell with our nose. | 20. The earth stops turning. |

2. Focus: using riddles to identify words that have multiple meanings

Say:

Today let's talk about words that sound the same but have more than one meaning. I will tell you the two meanings of each word. You are to tell me what word I am talking about.

Here's the first one: It is the outer covering of a tree. It is the sound a dog makes. What word is it? (Pause) You are right! The word is *bark*.

Continue as above with the following statements. Each child should participate.

1. It is a word that describes the highest part of something. It is a toy that spins around very fast. What word is it? (top)
2. It is something very hard which you can find on the ground. It is the word for what you do in a rocking chair. What word is it? (rock)
3. It is an animal that swims and quacks. It is the word for what you do when you walk under something low. What word is it? (duck)
4. It is a front part of your body between your shoulders and your waist. It is a piece of furniture in which you put clothes. What word is it? (chest)
5. It is the part of your body which is behind your chest. It is a word which is the opposite of the word *front*. What word is it? (back)
6. It is an animal that looks like a mouse with wings. It is a strong wooden stick with which you can hit a ball. What word is it? (bat)
7. It is a large growly animal with thick brown hair. It is a word that describes you when you have no clothes on. What word is it? (bear, bare)
8. It is the color of the sky. It is the word for what you might have done yesterday to make a balloon bigger. What word is it? (blue, blew)
9. It is a word that means to have something on your body. It is a word that tells you the place that something can be found. What word is it? (wear, where)
10. It is the part of your body which helps you smell. It is a word that tells you someone is very sure about something. What word is it? (nose, knows)

VARIATION: To make the activity *harder*, have the children make up and say sentences using the different meanings of the words.

331



Materials

ACTIVITY 1

Cards
Music
327
Stories
386-398

Sound Book 1 (optional)
Page 4

Sound Book 2
Page 1, band 5
Teacher provides
Record player

ACTIVITY 2

Cards
Stories
386-398
Display Board
6 ledges

1. Focus: listening to the story "The Elephant That Did Not Know How To Listen," answering questions, and singing "Elbert's Song"

Hold the 13 story cards and say:

Today I am going to read the story of Elbert the Elephant. Who is Elbert? (Pause) You're right. Elbert is the elephant that did not know how to listen. Please listen closely, because I will ask you questions afterwards.

Read the story from the backs of the cards, and then call on children to answer questions like these:

1. What was Elbert's problem?
2. How did P. Mooney help Elbert?
3. Why is it important to be able to listen and to understand?
4. How would we look if we all wore ear elevators?

After the discussion, end by playing band 5 and having the group listen to "Elbert's Song" and sing the chorus. Repeat as time and interest permit.

VARIATION: If you prefer, play the recorded story instead of reading it aloud.

2. Focus: acting out the story "The Elephant That Did Not Know How To Listen"

Hold the 13 story cards and say:

Now let's act out Elbert's story. Looking at the story cards will help us remember what happened.

Place card 386 on the far left side, top row, of the board. Choose a child to act out the action shown on that card. Continue with the remaining cards in order. Praise all efforts.

VARIATION: To make the activity *harder*, do not use the story cards.

332



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: completing statements which relate parts of things to wholes

Say:

Let's do some thinking. I will read a sentence about parts of things, but I will leave off the last word. Listen carefully, and tell me how the sentence should end.

Call on children to complete these statements:

1. A paddle is part of a _____. (canoe, rowboat)
2. A lid is part of a _____. (pan, box)
3. A stem is part of a _____. (flower, plant)
4. A button is part of a _____. (shirt, blouse, coat)
5. A faucet is part of a _____. (sink, bathtub)
6. A siren is part of a(n) _____. (ambulance, police car)
7. A page is part of a _____. (book)
8. A floor is part of a _____. (room, building)
9. A leaf is part of a _____. (flower, plant, tree)
10. A bristle is part of a _____. (brush)
11. A burner is part of a _____. (stove)
12. A caboose is part of a _____. (train)
13. A trombone is part of a(n) _____. (band, orchestra)
14. A horn is part of a(n) _____. (animal, vehicle, band)
15. A bulb is part of a _____. (lamp, light fixture, flower)
16. A roof is part of a _____. (building)
17. An eraser is part of a _____. (pencil)
18. A root is part of a _____. (plant, tree)
19. Frosting is part of a _____. (cake, cookie)
20. A frame is part of a _____. (picture)

VARIATION: To make this activity *harder*, have the children name other parts for each item.

2. Focus: brainstorming things that have handles

Say:

Many things have a part called a *handle*. Let's see how many of them we can name. When I point to you, tell us one thing that has a handle. Try to name something no one else has named.

Help as necessary.

OPTIONAL: Tally responses on a chalkboard, and end by having the children count the items named and discuss the results.

333



Materials

ACTIVITY 1

Fruits & Vegetables
All

ACTIVITY 2

None

1. Focus: comparing fruits and vegetables by *texture, length, shape, color, and size*

Spread out the fruits and vegetables on a table or the floor. Have the children sit around the items. Say:

Let's talk about these fruits and vegetables. I have some questions to ask about them.

The children you call on should use sentences to answer these and similar questions:

1. Which is longer — the banana, or the carrot?
2. Which has more prickly leaves — the pineapple, or the strawberry?
3. Which is smoother — the tomato, or the onion?
4. Which is rounder — the apple, or the orange?
5. Which has more colors — the pear, or the tomato?
6. Which is seedier — the onion, or the strawberry?
7. Which is rougher — the orange, or the pineapple?
8. Which is fuzzier — the peach, or the lemon?
9. Which is thicker — the carrot, or the corn?
10. Which is more pointed — the carrot, or the lemon?
11. Which is wider at the bottom — the apple, or the pear?
12. Which is bumpier — the corn, or the potato?
13. Which is sweeter — the apple, or the lemon?
14. Which is thinner — the corn, or the banana?
15. Which is smellier — the lemon, or the onion?
16. Which is shorter — the carrot, or the banana?
17. Which is smaller — the potato, or the pineapple?
18. Which is redder — the strawberry, or the tomato?
19. Which is leafier — the tomato, or the corn?
20. Which is softer — the banana, or the potato?

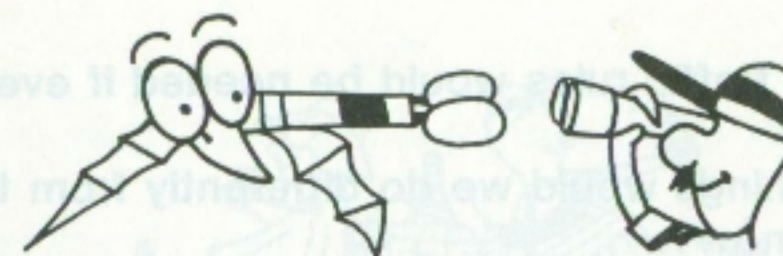
2. Focus: talking about other possibilities for P. Mooney's first name

Say:

P. Mooney's name has two parts: "P." and "Mooney." Do you think his first name might be something different from "P"? (Pause) Let's talk about what it might be.

Accept all responses. Then ask the children to tell as many names as they can that start with the sound of "P," such as Paul, Pedro, Patrick, Peter, etc. Lead the group in saying each suggested first name with the last name, like this: "Patrick Mooney."

334



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: thinking of and naming four things from requested categories, and then classifying them

Say:

Let's play a thinking game. I will ask someone to tell you three words that go together. Try to figure out what word or phrase describes all four words.

Choose a child to stand beside you. Whisper to that person:

(Linda), tell everyone the names of four animals. (Pause) Class, what word or phrase describes the four things that (Linda) named?

Help as necessary. When the group has responded correctly, continue with other children, using the list given below. Each child should have a turn.

- | | | |
|---------------|--------------------|----------------|
| 1. animals | 7. fruits | 11. people |
| 2. actions | 8. household items | 12. toys |
| 3. body parts | 9. names | 13. shapes |
| 4. cars | 10. numbers | 14. vegetables |
| 5. colors | | 15. vehicles |
| 6. foods | | |

2. Focus: talking about flying like a bird

Say:

Let's suppose everyone could fly the way birds fly. What would it be like?

Encourage everyone to participate in the discussion. As necessary, help by asking questions like these:

1. What would you be able to see?
2. Where would you go if you could fly?
3. What games would you play if you and all your friends could fly?
4. Where might you sleep and eat if you flew far away?

5. What kind of traffic rules would be needed if everyone could fly?
6. What other things would we do differently from the way we do them now?

335



Materials

ACTIVITY 1

Cards
Foods
94-152

ACTIVITY 2

None

1. Focus: classifying foods by various characteristics

Arrange the 59 food cards on the floor or along a chalkledge where the children can easily see them.

Point to the cards and say:

Look at all of these pictures of foods. I will ask you to go up and pick out the pictures of foods that are alike or the same in a certain way. After you have arranged them together over here (indicate area of chalkledge), I will ask you to name them and explain why they belong in that group.

Use the list given below. After the correct selection has been made, call on several children in turn to name the items in a sentence like this: "The foods that are (salty) are (bacon, ham, popcorn, potato chips, and pretzels)." Return the selected cards to the full group each time.

- | | | |
|------------|-----------|----------------|
| 1. buttery | 6. hot | 11. salty |
| 2. cold | 7. leafy | 12. seedy |
| 3. cooked | 8. liquid | 13. sticky |
| 4. crunchy | 9. meat | 14. sweet |
| 5. fruit | 10. raw | 15. vegetables |

2. Focus: deciding whether a statement about foods is true, and then following directions if the statement is true

Ask the children to stand before you. Say:

Now let's play a thinking-and-following-directions game. I will say a sentence. If what I say is correct, then follow the direction. If what I say is not correct, then stand still.

Use the list given below. If any children have difficulty, repeat the direction until everyone responds correctly. Each time, call on individuals to explain what they did and why.

1. If bacon, ham, and hamburger are meat, then cross your legs.
2. If tomatoes, strawberries, and bananas all are red, then put your hands on your head.
3. If candy, jam, and honey all taste sweet, then nod your head.
4. If oranges, peaches, and peanut butter all are juicy, then put your hands on your feet.
5. If you can drink milk, soda pop, and spaghetti, then clap your hands.
6. If nuts, carrots, and potato chips are crunchy, then make a happy face.
7. If soup, pancakes, and fried eggs all are served warm, then turn around.
8. If a taco, an onion, and a pear all are fruits, then say, "Super!"
9. If you can drink chocolate milk, jello, and orange juice, then close your eyes.
10. If popcorn, pretzels, and potato chips all are salty, then raise your arms over your head.
11. If milk, ice cream, and butter all are stored in the refrigerator, then touch your nose to your knee.
12. If pineapples, watermelons, and peaches all are fruits, then wiggle your fingers.
13. If cheese, crackers, and soda pop all come in a bottle, then snap your fingers.
14. If pineapples, watermelons, and pumpkins all have hard outer coverings, then touch your toes with your hands.
15. If potatoes, cookies, and cake all can be baked in the oven, then say, "Hooray!"
16. If grapes, bananas, and apples all grow in bunches, then nod your head.
17. If onions, carrots, and lettuce all are vegetables, then say, "Wow!"
18. If pumpkins, corn, and oranges all are orange, then stamp your feet.
19. If soup, milk, and juice all are liquid, then jump up.
20. If you like ice cream, then say, "P. Mooney."

VARIATION: To make this activity *easier*, reduce the number of foods in each command from three to two.

336



Materials

ACTIVITY 1

None

ACTIVITY 2

Sound Book 3
Page 8, bands 1-7
Page 9, bands 1-5

Teacher provides
Record player

1. Focus: making up and telling stories about pairs of sounds

Say:

Today let's make up stories. I will tell you two sounds we might hear. Think about them for a minute, and then make up a short story about what might have happened. When I call on you, tell us your story. Here are the first two sounds: a telephone ringing and someone running.

Have several children each tell a short story about these two sounds. Continue with the following pairs of sounds. Each child should have a turn.

1. police sirens, screeching tires
2. a band playing, a puppy yelping
3. skates swishing, a loud crack
4. a man snoring, a door closing very softly
5. a bell ringing, a child running

OPTIONAL: To set good storytelling models, summarize the children's efforts.

2. Focus: listening to "Sounds of Toys," identifying each and talking about how one would play with each of the toys if one could not see

Say:

Pretend you are blind and cannot see your toys; you can only hear them. Now close your eyes and pretend that you are playing with your toys. Try to figure out which toy would sound like this.

Play band 1 on page 8. Then ask:

What was that? (Encourage unison response) **Yes, it was a ball.**
How would you play with a ball if you could not see?
 (Encourage imaginative responses) **Let's close our eyes again**
and listen to another sound.

Continue with the remaining sound effects.

337



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 4

ACTIVITY 2

Display Board
4 ledges

Poster 4

1. Focus: talking about how things on the poster "City in Summer" work

Use the ledges to display the poster on the board.

Point to the poster and say:

Look at this picture of the city in summer. Let's talk about how certain things work that we see in this big picture.

Ask the following questions as you point to the right items on the poster. Give everyone a chance to participate, and accept all reasonable responses. Stress the use of sentences.

How do you think . . .

1. the mail carrier gets the mail out of the box?
2. the fire escape works?
3. the fire fighter's mask works?
4. the jackhammer works?
5. the flowers in the containers are watered?
6. the painters get up to the sign and back down to the ground?
7. the merry-go-round goes around?
8. the clothes get hung up and taken down?
9. the streets are kept clean?
10. the people get to their work places in the top floors of the skyscrapers?
11. the fire fighter turns the hydrant on and off?
12. the used furniture gets into the store?
13. the street-light bulbs are changed?
14. the windows get cleaned on the tall buildings?
15. the crane works?

2. Focus: remembering and naming what is on the poster "City in Summer"

Leave the poster from Activity 1 on display.

Say:

Now let's play a remembering game. (Fold poster to back of board) Name four things you remember are on the poster "City in Summer," (Scott).

Call on children in random order. Encourage everyone to name items not already cited. End by displaying the poster as the children name things they had not remembered.

VARIATIONS: To change the level of difficulty, ask for more or fewer than four items per request.

338



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about riding on a cloud

Ask:

What is a cloud? (Discuss) Yes, a cloud is made of tiny drops of water, and it floats high in the sky. Do you think a person could float on a cloud? (Encourage responses) Well, just for today, let's pretend that we are light as a feather and are floating on a cloud. If you looked down from your cloud, what might you see far below?

Call on several children to respond. Continue with questions like these:

1. What do you think the people and animals would look like?
2. Would you be able to see cars and buses?
3. What would houses and buildings look like?
4. What kind of land might you see below? (ocean, desert, mountains, islands)
5. What might it be like to meet another cloud?
6. How would you make the cloud come down to earth so you could get off?

2. Focus: following directions which stress the words *before*, *after*, and *while*

Have the children stand in front of their chairs. Say:

Let's play a following-directions game to see if you remember what the words *before*, *while*, and *after* mean. Listen carefully to my directions.

Give the following and similar directions. Explain, repeat, or demonstrate as necessary to aid the children in understanding *before*, *after*, and *while*.

1. Clap your hands *before* you sit down.
2. *While* you are sitting down, breathe fast.
3. Close your eyes *after* you stand up.

4. Blink your eyes *before* you sit down.
5. Rub your hands *while* you are sitting.
6. Jump up *after* you stand up.
7. Turn around *before* you sit down.
8. Snap your fingers *after* you stand up.
9. *While* you stand, nod your head.
10. Say hello *after* you sit down.
11. Stamp your feet *before* you stand up.
12. *While* you stand, smile.
13. Hop on one foot *before* you sit down.
14. Clap your hands *after* you stand up.
15. Slide your feet back and forth *while* you stand.

VARIATION: To make this activity *easier*, always place *before*, *after*, or *while* at the beginning of the commands.

339



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: imagining and talking about being absent from Earth for many years and then coming back

Say:

Let's imagine that you traveled in a rocket ship to a star so far away that you needed many years to go there and get back. When you returned to Earth, you had grown into an adult. Let's think about what things here on Earth might be like then. How old would you be, and what might you look like?

Encourage everyone to join in the discussion. As necessary, help with questions like these:

1. What might have happened to your family?
2. How might your home have changed?
3. What kinds of programs might be shown on TV?
4. How might you travel?

2. Focus: listening to sentences containing compound words in which the order of the short words is reversed, identifying the "backwards" words, and correcting the sentences

Say:

Now let's play a listening game. Try to figure out what long word is being said backwards in this sentence: "The cat quietly watched the *trapmouse*." What word is backwards? (Pause) You're right. *Trapmouse* is the backwards word. Now let's all say the sentence correctly.

Lead the children in saying, "The cat quietly watched the *mousetrap*." Continue with the sentences listed below.

1. I ate some *fruitgrape* for breakfast.
2. When I was sick, I took a *spoonstable* of medicine.
3. The *boycow* jumped onto his horse.
4. We had a *cakecup* for dessert.

5. The children ran to the *groundplay* to play ball.
6. Use your *clothwash* to get your face clean.
7. I used my children's *bookcook* to make dinner.
8. We trained our dog to go get the *papernews*.
9. We went outside at night to try to catch a *flyfire*.
10. The bear tried to get honey out of the *hivebee*.
11. Patrick fell down the *waystair*.
12. My sister works in an office and uses a *writertype*.
13. The *shinesun* came through my window and woke me up.
14. I have a new electric *roadrail* train.
15. My brother used his *knifejack* to sharpen the stick.
16. I love to *skateroller* on the *walkside*.

If more practice is needed, repeat the items from Activity 2 of lesson 325.

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Materials

ACTIVITY 1

Display Board
2 ledges

Magnetic Shapes
All

ACTIVITY 2

Display Board (optional)

Magnetic Shapes
(optional)

- 1 large circle
- 1 large rectangle
- 1 large square
- 1 large triangle

1. Focus: classifying magnetic shapes into various groups, and then counting and describing the items in each group

Use the ledges to divide the display board so that two-thirds of it is to the left and one-third is to the right. Place the 60 shapes in random order on the left side of the board.

Say:

Let's see how many ways we can group the magnetic shapes. First find all the shapes that are red and put them on the empty side of the board, (Judy).

When the 12 red shapes have been selected, call on children to answer questions like these:

1. How many shapes are in this group?
2. What are the names of the shapes in this group?
3. How many (circles, squares, triangles, rectangles) are in the group?
4. Are there some things that are the same in this group? What and how many of each?
5. There is one thing about everything in this group that is the same. What is it?

Continue with these groupings:

- | | |
|-----------------------------------|--------------------------------|
| 1. all blue shapes | 7. all shapes with three sides |
| 2. all green shapes | 8. all shapes with four sides |
| 3. all yellow shapes | 9. all large shapes |
| 4. all black shapes | 10. all small shapes |
| 5. all shapes with straight sides | |
| 6. all shapes with curved sides | |

Give everyone at least one turn.

2. Focus: brainstorming things shaped like circles, rectangles, squares, and triangles

Say:

Now think of all the things you can that are shaped like circles. Name them as fast as you can.

Encourage quick responses. Continue by asking the class to name rectangular, square, and triangular items, respectively.

VARIATION: To make the activity *easier*, display the four large shapes listed under Materials as clues.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

341



Materials

ACTIVITY 1

Cards

Household Items			
155	168	178	191
156	170	180	193
157	171	181	194
160	172	186	195
161	176	188	197
165	177	190	198

ACTIVITY 2

None

1. Focus: talking about household items and the kind of energy they use

Display the 24 household cards in random order on the chalkledge.

Point to the cards and say:

Look at these pictures. Let's talk about which of these things use electricity.

Lead the discussion. Divide the cards into two groups: users and non-users of electricity. Then point to the non-users and say:

These household items do not use electrical energy. So let's talk about how they work.

Lead the discussion. Point out that these items depend on human energy. Then discuss questions like the following:

1. If we did not have electricity, what things would be affected? How might we have light? How might we wash our clothes?
2. Which things would we be unable to do?
3. Can you think of other electrical household items which we have not talked about?

If necessary, suggest such possibilities as electric mixer, electric blanket, electric knife, electric toothbrush, electric tools, etc.

2. Focus: imagining and describing new machines

Ask:

What is an inventor? (Pause) Yes, an inventor is someone who designs or *invents* new things. An inventor of machines designs and builds new machines. Suppose a great inventor of machines were here today. This inventor will build each of

us a machine. Think about what kind of machine you would ask the inventor to make for you. When I call on you, tell us what your machine would do and how it might work.

Encourage imaginative requests.

342



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: deciding whether statements about living things are true, and then following directions if they are true

Say:

Let's play a following-directions game about living things. I will say a sentence which names something which may or may not be alive. If the thing named is living, then do what the sentence tells you to.

Use these sentences:

1. If a rock is a living thing, then clap your hands.
2. If a tulip is a living thing, then shake your head.
3. If a turtle is a living thing, then turn around once.
4. If a chair is a living thing, then smile a big smile.
5. If a toy teddy bear is a living thing, then swing your arms.
6. If candy is a living thing, then swing your arms.
7. If an ostrich is a living thing, then put your hands on your head.
8. If an astronaut is a living thing, then frown a big frown.
9. If a window is a living thing, then blink your eyes.
10. If a fish is a living thing, then touch your toes.
11. If a tree is a living thing, then say, "Yeah."
12. If a barn is a living thing, then make a funny face.
13. If a cactus is a living thing, then touch your nose.
14. If snow is a living thing, then blink your eyes.
15. If a camel is a living thing, then wiggle your fingers.
16. If a snowperson is a living thing, then stamp your feet.
17. If a candle is a living thing, then say, "Bumblebee."
18. If a toad is a living thing, then wave your arms over your head.
19. If an eraser is a living thing, then pretend to sneeze.
20. If a record player is a living thing, then sit on the floor.

VARIATION: To make the activity *harder*, reverse the two parts of each sentence, like this: "Clap your hands if a rock is a living thing."

2. Focus: brainstorming living and non-living things

Sit in a circle with the children and say:

Now let's think more about living things and things that are not alive. When I say "living things," we will take turns naming things that are alive. But listen very carefully, because when I say "non-living things," you must then name something that is not alive. Let's begin: "living things."

Have the child next to you name a living thing. Then ask the next person to do the same. When four or five children have responded, call for things that are not alive. If feasible, continue until everyone has had at least three turns.

343



Materials

ACTIVITY 1

Cards
Stories
346

ACTIVITY 2

None

1. Focus: talking about how a tree looks in summer, fall, winter, and spring

Hold card 346 and say:

Look at this tree. What season of the year does this picture show?

After summer has been named, ask:

How do you know it is summer? (Discuss) What season comes after summer? (Encourage unison response) Let's talk about what this tree would look like in the fall.

Encourage the children to discuss how trees look in autumn. Continue with discussions of winter and spring. End by having the group name the four seasons in sequence: summer, fall, winter, spring.

VARIATION: To make the activity *easier*, discuss only summer and winter. If a discussion of summer, fall, winter, and spring is not applicable to your area, then discuss the seasonal changes that do occur where you live.

2. Focus: imagining and talking about a truckload of objects

Say:

If you could have a truck loaded with anything in the world, what would you choose to fill up the truck? When I call on you, name a choice and tell why.

If necessary, suggest such ideas as candy, shells, marshmallows, toys, money, jewels, or decorated eggs. Encourage the children to use their imaginations and enjoy themselves.



Materials

ACTIVITY 1

Display Board (optional)
4 ledges (optional)

Poster 3 (optional)

Sound Book 3
Page 11, band 3

ACTIVITY 2

Teacher provides
Blank cassette
Record player
Tape recorder

None

1. Focus: listening to "Sounds of the Department Store," and then making up a progressive story about a department store

Say:

Close your eyes and imagine where you might hear these sounds.

Play band 3 and ask:

What place would sound like that? (Encourage unison response) Yes, these sounds are all department store sounds. Let's make up a story about the department store. Everyone will add a sentence to the story. Listen carefully to the persons who speak before you. I will take the first turn.

Start the tape recorder. Announce a title, and begin the story with a sentence such as "One day my mother surprised me and said, 'Let's get ready to go to the department store.'" Then have each child add one or two sentences to the story. End by playing back the story, and have the group identify each speaker.

VARIATION: To make this activity *easier*, display the poster after the group has identified the recorded sounds.

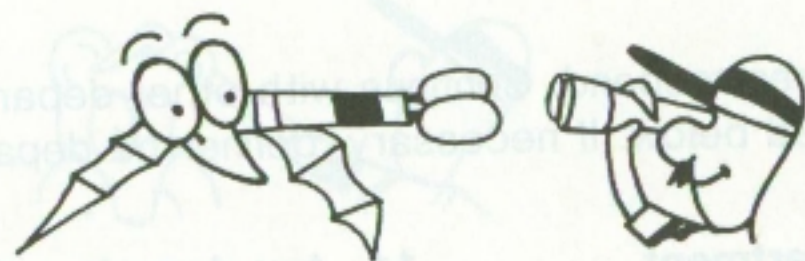
2. Focus: brainstorming things that can be bought in a department store

Say:

Let's pretend that we are going shopping in a big department store. Think about all the different things you could buy there. When I point to you, tell us your choice. Let's start in the furniture department! What would you buy in that part of the store, (Megan)?

Have several children respond. Continue with other departments such as those listed below. If necessary, define the department names.

- | | |
|------------------------------------|-------------------------------------|
| 1. book department | 11. toy department |
| 2. children's clothes department | 12. sporting supply department |
| 3. jewelry department | 13. ladies' clothes department |
| 4. bathroom supplies department | 14. gardening and plants department |
| 5. kitchen utensils department | 15. hobbies and games department |
| 6. restaurant | 16. men's clothing department |
| 7. luggage department | 17. auto supply department |
| 8. china and silverware department | |
| 9. shoe department | |
| 10. candy department | |



Materials

ACTIVITY 1

Cards

Stories

451-463

ACTIVITY 2

None

1. Focus: listening to the story, "P. Mooney and the Gasless Goose," and then summarizing the main points

Hold the story cards and say:

Let's listen again to the story of P. Mooney's friend Gasless Goose. I will read a little bit of the story, and then I will ask you to tell me that part in your own words.

Look on the back of card 451 and read the first verse of the story. Then call on children to summarize it. Continue with the remaining verses, helping as necessary. Review the meanings of unfamiliar words.

VARIATIONS: To make the activity *harder*, have the children tell the story from memory, assisting only when necessary. To make it *easier*, show the story cards.

2. Focus: evaluating questions containing two rhyming words, deciding which questions are silly, and answering them

Say:

The story of Gasless Goose has many words that rhyme. I will ask you some questions using rhyming words. You are to answer each one with a sentence. Here is the first question: "Did you ever see a goat sailing a *boat*?"

Lead the children in heartily responding, "No, I never saw a goat sailing a boat!" Continue in this way with the questions given below, calling for unison and individual responses. Help only as necessary.

Did you ever see . . .

1. a *rose* with a *nose*?
2. someone *look* at a *book*?
3. a *bat* lying on a *mat*?
4. a *toy* playing with a *boy*?
5. someone getting ready to *bake* a *cake*?

6. a *fish* making a *wish*?
7. a *dog* running in the *fog*?
8. a *pig* wearing a *wig*?
9. a *pot* cooking a *dot*?
10. a *sight* under a *light*?
11. a *bat* wearing a *hat*?
12. a *cook* reading a *book*?

OPTIONAL: Repeat the questions, calling on children to name the two rhyming words in each.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 4

ACTIVITY 2

None

1. Focus: evaluating whether certain things can happen *anytime* or only *sometimes*, using the poster "City in Summer"

Use the ledges to display the poster on the board.

Say:

Today let's talk about things that could happen *anytime* and things that can happen only *sometimes*. These two words tell us *when* something might happen. Look at the flowers in this window box and hanging from the street lamp. (Point to items on poster) Raise your hand if you can tell me in a sentence whether these flowers might bloom *anytime* or only *sometimes*. Please tell us why.

As necessary, help individuals answer in sentences such as "Flowers can bloom only sometimes." The children you call on should explain their reasoning in sentences such as "Flowers bloom only when the weather is warm." Call on children to give reasons for their answers as you ask questions like these:

1. Could a jet plane take off anytime or only sometimes? Why?
2. Would the mail carrier deliver mail without his jacket anytime or only sometimes? Why?
3. Would the workers repair the street anytime or only sometimes? Why?
4. Would the fan in the room be running anytime or only sometimes? Why?
5. Would the people wear clothes with no sleeves anytime or only sometimes? Why?
6. Can people buy a newspaper anytime or only sometimes? Why?
7. Would the children ride the merry-go-round anytime or only sometimes? Why?
8. Would someone hang the clothes outside on the line anytime or only sometimes? Why?

9. Would people use the fire escape on the building anytime or only sometimes? Why?
10. Could someone mail a letter in the mailbox anytime or only sometimes? Why?

2. Focus: using riddles to identify words that have multiple meanings

Say:

Today let's talk about words that sound the same but have more than one meaning. I will tell you two meanings of each word. You are to name the word.

The group should name the right word for each pair of definitions given below:

1. I am the sickness you have when you sneeze and blow your nose. I am the word for how you feel when you are not warm. (cold)
2. I am a round metal container that holds trash. I am the word for being able to do something. (can)
3. I am a large piece of cloth that catches the wind for a boat. I am something a store uses to get customers to buy things. (sail, sale)
4. I am something you wear on your finger. I am the sound a bell makes. (ring)
5. I am the word for not being strong. I am a word that names seven days. (weak, week)
6. I am a word for how your face sometimes looks when you are sick. I am another word for bucket. (pale, pail)
7. I am a fallen piece of tree. I am the word for what tape does to paper. (stick)
8. I am the part of a car which makes it stop. I am the word for what happens to a dish dropped onto the floor. (brake, break)
9. I am something that gets very hot and is used to smooth wrinkles out of clothing. I am a strong metal. (iron)
10. I am a word that means to look at something. I am something worn on your wrist to show you the time. (watch)

VARIATION: To make this activity *harder*, end by calling on children to define each word.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: pantomiming everyday actions for the rest of the group to guess and repeat

Say:

Please watch as I pantomime an action we do every day. Try to figure out what I am doing. Then you may take turns pantomiming everyday actions for the group to guess.

Pantomime an everyday action such as putting on socks and shoes. Make sure your pantomiming is a clear model. Then ask:

**What did I do? (Encourage children to respond in sentences)
Yes, I (put on my socks and shoes). Let's do it together.**

After this has been done, call on individuals to pantomime other actions, whispering instructions as necessary. In each case, have the rest of the group guess and repeat the pantomime. Here are some actions you may wish to suggest:

1. brushing teeth
2. getting into bed and going to sleep
3. opening a door and walking through it
4. raking leaves into a pile
5. pouring milk into a glass
6. opening a bottled drink and putting a straw into the bottle
7. spreading bread with butter and jam
8. cracking an egg and putting it on to fry
9. turning on the television and finding the right TV program
10. answering the telephone
11. opening a package
12. setting the table
13. peeling a banana
14. opening a jar
15. putting on a jacket and zipping it
16. opening an umbrella
17. reading a book
18. using a pencil to write

19. climbing stairs or steps

20. filling a fuel tank

2. Focus: brainstorming objects associated with common actions

Say:

Now let's think of all the things we might use to clean our teeth. Name as many of them as you can. (Lead brainstorming) Yes! (A toothbrush, toothpaste, and a glass) are all things we use to clean our teeth. Can anyone name anything else? (Pause) That's right, (Juan); we might also use (water and dental floss).

Continue with actions such as those listed in Activity 1.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about the relationship between two words

Say:

Let's play a thinking game. When I say two words, please try to figure out how they go together. Here are the first two: *milk* and *glass*. How might milk and glass go together? There may be more than one way. (Discuss) Yes, you might drink milk from a glass. You might buy milk in a glass bottle.

Continue with the following pairs of words. The children you call on should respond in sentences. Make sure everyone understands the relationship between the two objects. More than one correct answer is possible for each pair.

- | | |
|---------------------------|------------------------------|
| 1. toothbrush, toothpaste | 11. soup, spoon |
| 2. water, pool | 12. seeds, plant |
| 3. shoes, laces | 13. ice, refrigerator |
| 4. stopper, bathtub | 14. train, tracks |
| 5. seatbelt, buckle | 15. rabbit, carrots |
| 6. bee, honey | 16. kitten, cat |
| 7. bucket, mop | 17. traffic officer, whistle |
| 8. cup, saucer | 18. soda pop, straw |
| 9. wheel, tire | 19. tow truck, car |
| 10. iron, ironing board | 20. sandwich, bread |

2. Focus: naming root words in a series of longer words

Say:

Now I am going to say a word you may not know. It is made from a word you probably do know. Try to figure out what that word is. Let's begin: *monstrous*. Do you hear a familiar word in *monstrous*? (Repeat word slowly several times as necessary, emphasizing the root word) Yes, the word *monstrous* comes from the word *monster*. What does *monstrous* mean?

When the children have learned that *monstrous* means "like a monster," ask several of them to use the word in a sentence. Continue with words like these:

- | | | |
|---------------|-----------------|------------------|
| 1. laughable | 5. lovable | 8. likeable |
| 2. selfish | 6. announcement | 9. tonsillitis |
| 3. collection | 7. preparation | 10. exaggeration |
| 4. wishful | | |

VARIATION: To make the activity easier, do not emphasize the meanings of the longer words.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 5

ACTIVITY 2

None

1. Focus: predicting and talking about "what would happen if. . .?" using the poster "Winter Scene"

Use the ledges to display the poster on the board.

Say:

You have seen this poster of the winter scene before. Look at it again as we play the game What Would Happen If. . .?

Encourage the children to imagine and describe the consequences of the following situations. Each child should have a turn. Accept all responses.

What would happen if . . .

1. someone lit a firecracker under the horse?
2. P. Mooney's sled tipped over?
3. the little girl got too close to the fire?
4. the snowman began to sing?
5. the dog got into the picnic basket?
6. one of the skiers could not stop at the bottom of the hill?
7. the boy on the man's shoulders threw his snowball?
8. the snowmobile ran into the ambulance?
9. the sun came out, and it became very warm?
10. the dog in the red sweater grabbed the snowball in his mouth?
11. the big dog running down the hill jumped onto the toboggan?
12. the ice on the pond suddenly melted?
13. the TV truck got stuck in the snow?
14. the rabbit turned around and chased the cat?
15. the man with the camera forgot to put film into his camera?
16. the ice fisherman caught a very large fish?

2. Focus: comparing pairs of items, and deciding which is warmer

Say:

I will name two things. Tell me which one is warmer. Let's begin. Which is warmer — a glass of water, or a glass of ice? (Encourage unison response) Yes, a glass of water is warmer than a glass of ice. Now I will name other pairs of things. When I call on you, tell us which one is warmer.

Continue with the following and similar examples. The children you call on should answer in sentences using the phrase "is warmer than."

Which is warmer —

1. frying bacon, or a glass of orange juice?
2. inside a refrigerator, or inside an oven in which a cake is baking?
3. an ice-cream cone, or a hamburger?
4. a bowl of soup, or a peanut-butter sandwich?
5. a snowball, or a rubber ball?
6. taking a shower, or standing in the rain?
7. a piece of bread, or some toast from the toaster?
8. a snowman, or a doll?
9. holding an icicle, or toasting a marshmallow?
10. sunshine, or winter wind?
11. taking a bath, or swimming in a lake?
12. corn on the cob, or fruit salad?
13. playing with a hose, or sitting in front of a fire?
14. stepping into a puddle, or stepping into bathwater?
15. a hot dog, or a plate of jello?
16. a bottle of soda pop, or a cup of cocoa?
17. being under a blanket, or being under a sheet?
18. an igloo, or a brick house?
19. going ice-skating, or lying in the sun?
20. lemonade, or a cup of coffee?

If time permits, repeat by asking children which item in each pair is cooler.

VARIATION: To make the activity *harder*, ask the children to use a sentence to give the reasons for each choice.



Materials

ACTIVITY 1

None

ACTIVITY 2

Teacher provides
Blank cassette
Tape recorder

1. Focus: brainstorming words and phrases associated with spiders

Say:

Today let's talk about spiders. What does the word *spider* make you think about? (Pause) Raise your hand when you are ready to describe what spiders remind you of. Try not to repeat what anyone else has said.

Call on children at random. Give clues if necessary.

OPTIONAL: End the activity by summarizing the children's responses.

2. Focus: imagining spiders, and then making up a progressive story about them

Say:

Close your eyes and imagine that you are looking at some spiders. (Pause) Now let's make up a story about spiders. Each person will have a turn to add a sentence to our story, so please listen carefully to those who speak before you. I'll start.

Turn on the tape recorder. Begin the story with a sentence such as "One day while I was taking a bath, my grandmother said, 'Look! A big black spider is right behind you!'" Then let each child add a sentence or two. End by playing back the story as the children identify each speaker.

OPTIONAL: Have the children suggest a title for their story.



Materials

ACTIVITY 1

Teacher provides
Blank cassette (optional)
Tape recorder (optional)

ACTIVITY 2

None

1. Focus: making up and telling stories about two sounds

Say:

Today let's make up stories about sounds. I will tell you two sounds you might hear. Think about them, and make up a story about what might have happened. Then you may tell your story to the group.

Let each child tell a different story about a pair of sounds like these:

1. band music getting louder and louder, and the sound of marching
2. a jet airplane taking off, and then the loud sound of thunder
3. a bathtub being filled, and a knock on the door
4. a chair rocking, and a child singing
5. scissors cutting, and then a sewing machine stitching
6. children screaming and laughing, and then a door slamming
7. toad croaking, and a boat being rowed through the water
8. rooster crowing, and a tractor engine starting
9. glass breaking, and a broom sweeping
10. fire-truck siren, and an ambulance siren
11. a buzzing bee, and a person saying, "Ouch!"
12. wind blowing, and a wolf howling
13. sound of TV, and a person snoring
14. a sheep baaing, and a dog barking
15. a music box playing, and a baby cooing
16. a horse galloping, and a gunshot
17. hard rain falling, and a person running
18. angry voices shouting, and a child crying
19. a vacuum cleaner, and then a clanking sound
20. a bird chirping, and a cat meowing

OPTIONAL: Record the stories and play them back, or summarize what each child says.

2. Focus: brainstorming *happy, sad, quiet, and scary* sounds

Say:

Let's talk about sounds: happy sounds, sad sounds, scary sounds, and quiet sounds. Tell me a happy sound, (Juan). (Pause) Yes, (laughing) reminds me of being happy, too. Now name a scary sound, (Louise). (Pause) I agree; (the sound of thunder) makes me feel a little scared.

Continue by having the children each name a sound that is happy, sad, quiet, or scary. Vary the type of sound called for, and keep the pace lively. Try to give everyone at least two turns.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

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Materials

ACTIVITY 1

Teacher provides
Blank cassette (optional)
Tape recorder (optional)

ACTIVITY 2

None

1. Focus: brainstorming things that have windows

Say:

Many things have windows. Let's see how many of them you can name. When I point to you, tell us one thing that has a window. Try not to repeat what anyone else has named.

Give cues as necessary so each child names at least one thing.

OPTIONAL: Record the responses and end by replaying them.

2. Focus: imagining and talking about what might be happening inside a castle with many windows

Say:

Imagine that you are standing outside a castle that has many windows. Suppose you could see inside all the castle windows. Raise your hand when you are ready to tell us some things you might see inside one window.

If feasible, have each child describe at least one thing for the group. As necessary, give clues that will stimulate imaginative responses and a spirit of fun.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about words that sound the same but have different meanings

Say:

Let's talk again about words that sound the same but have different meanings. Tell us one meaning of the word *bark*, (Darcey). Yes, *bark* is the sound a dog makes. Now tell us another meaning for *bark*, (Miranda). That's right. *Bark* can also be the covering of a tree.

Continue as before with the following list:

- | | | |
|-------------------|----------------|------------------|
| 1. bat, bat | 7. top, top | 14. ring, ring |
| 2. bear, bare | 8. rock, rock | 15. week, weak |
| 3. chest, chest | 9. nose, knows | 16. pale, pail |
| 4. blue, blew | 10. duck, duck | 17. stick, stick |
| 5. back, back | 11. sail, sale | 18. brake, break |
| 6. clothes, close | 12. can, can | 19. iron, iron |
| | 13. cold, cold | 20. watch, watch |

2. Focus: talking about the imagined meanings of nonsense words

Say:

Now let's talk about some nonsense words. Think about what they might mean if they were real words. The first word is *wigwog*. What do you think about when you hear the word *wigwog*? What do you think *wigwog* might mean if it were a real word?

Encourage several children to suggest imaginative meanings. Accept all responses. Continue with nonsense words like these:

- | | | |
|---------------|-----------------|------------------|
| 1. snoozle | 5. thubberelli | 8. zingerelly |
| 2. thigamajig | 6. skrunge | 9. puddlian |
| 3. dolloping | 7. lollapalooza | 10. pickle-lilly |
| 4. shrubbly | | |



Materials

ACTIVITY 1

None

ACTIVITY 2

Color Chips
All

1. Focus: identifying the short words of compound words, saying the two words in reverse order to create a silly compound word, and then making sentences out of each silly compound word

Say:

Today let's think about the two small words in many bigger words. What two words are in the word *milkman*, (Bud)? (Pause) Yes, the two words are *milk* and *man*. Now say *milkman* backwards, (Bud). It will be a silly word. (Pause) Yes, the backwards word is *manmilk*. Use *manmilk* in a silly sentence.

Continue as above with compound words like these:

- | | | |
|--------------|-----------------|----------------|
| 1. football | 8. scarecrow | 15. horseshoe |
| 2. mousetrap | 9. campground | 16. armchair |
| 3. birdhouse | 10. peanut | 17. sunshine |
| 4. barnyard | 11. strawberry | 18. battleship |
| 5. fireworks | 12. wastebasket | 19. woodwork |
| 6. wallpaper | 13. rainbow | 20. chalkboard |
| 7. snowman | 14. shoeshine | |

2. Focus: remembering a number and following directions in the game Number Exchange

Have available for each child a color chip chain of three to 10 chips, with two or three children having chains with the same number of chips.

Have the children sit in a circle, and give each child a chain. Ask them to count their chips. Then say:

Let's play a game called Number Exchange. Remember how many color chips you have. I will tell certain numbers to change places. When I say "All numbers, exchange," then all numbers are to change places.

Give directions like "Threes, exchange." The children with chains of three chips should then exchange places. From time to time, call out "All numbers, exchange!" All the children should exchange places.

VARIATION: To make the activity *harder*, call for two numbers to exchange, saying, "Fives and sevens, exchange."

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Materials

ACTIVITY 1

Display Board
4 ledges

Poster 4

ACTIVITY 2

Display Board
4 ledges

Poster 4

1. Focus: imagining and talking about how the city in the poster "City in Summer" would look in winter

Use the ledges to display the poster on the board.

Point to the poster and say:

Let's talk again about this picture of a city in summer. Suppose this poster showed the city during a very cold winter. It is freezing and snowing. Tell how things would be different then.

If necessary, help by asking how each of these things would change:

1. children playing by fire hydrant
2. clothing and uniforms of all people
3. windows of buildings open and people talking
4. fan in window
5. blooming flowers in flower box and plant on lamppost
6. color of sky
7. car with top down
8. truck washing the street
9. clothes hanging out of window
10. P. Mooney's popcorn stand
11. sign painter
12. workers using jackhammer in street

2. Focus: counting items on the poster "City in Summer" to answer "how-many" questions

Leave the Poster from Activity 1 on display.

Say:

Now let's count some of the things in our poster. When I call on you, come to the poster and point to the items I name.

Each time a child has done so, lead the group in counting the objects. After that, let another child respond in a sentence such as "There are (seven vehicles) in the poster." Use the following format and items:

How many (vehicles) do you see in this poster?

- | | | |
|------------------|--------------------|----------------------|
| 1. vehicles | 7. mailboxes | 11. lights |
| 2. people | 8. stores | 12. people with hats |
| 3. workers | 9. birds | 13. children |
| 4. animals | 10. street corners | 14. sets of stairs |
| 5. buildings | | |
| 6. street lights | | |

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Materials

ACTIVITY 1

Cards

Toys

226	237	247	259
228	239	248	260
229	241	251	262
230	242	252	263
231	243	253	264
233	244	257	265
236			

ACTIVITY 2

None

1. Focus: describing the front, back, top, and bottom of toys

Hold up card 226 and say:

Let's look closely at this airplane and talk about it. (Pause)
Does this airplane have a back and a front? (Discuss) How do you know?

Have someone describe the difference between the back and the front of the airplane. Then ask:

Does this airplane have a top and a bottom? (Pause) How do you know?

Have other children describe the top and bottom of the toy. Continue with the remaining toy cards, stressing the positional words *front*, *back*, *top*, and *bottom*. Help anyone who has difficulty learning them.

2. Focus: identifying classroom objects by using positional words

Say:

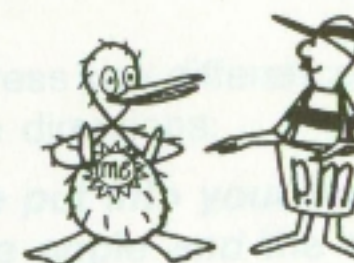
I will ask each of you to use a certain word as a clue to finding something. Raise your hand when you are ready to describe in a sentence what you see that is *under* something else. (Pause) That is right, (Jane); the (box) is under the (table).

The children you call on should respond in sentences.

Give everyone at least two turns, being sure no one uses the same positional word twice. Use these words:

- | | | |
|------------|----------------|-----------|
| 1. over | 5. in front of | 9. over |
| 2. beside | 6. around | 10. above |
| 3. between | 7. in | 11. under |
| 4. behind | 8. on | |

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Materials

ACTIVITY 1

None

ACTIVITY 2

Teacher provides
Blank cassette
Tape recorder

1. Focus: brainstorming words and phrases associated with fire

Say:

Today let's think and talk about fire. When I point to you, name something you think about when you hear the word fire. Try not to repeat what anyone else has said.

Call on children in random order, giving clues if necessary.

OPTIONAL: End by summarizing the children's responses.

2. Focus: imagining a fire, and then making up a progressive story about it

Say:

Close your eyes and imagine that you are watching a fire. (Pause) Now let's make up a story about a fire. Each person will have a turn to add a sentence to our story, so please listen carefully to the persons who speak before you. I will start.

Turn on the tape recorder. Begin the story with a sentence such as "After cooking their dinner over a campfire, the campers left the fire and went for a long walk." Then let each child add a sentence or two. End by playing back the story as the children identify each speaker.

OPTIONAL: Have the children suggest a title for their story.



Materials

ACTIVITY 1

None

ACTIVITY 2

Fruits & Vegetables
AllTeacher provides
1 transparent plastic bag
per child

1. Focus: brainstorming living and non-living things that make sounds

Sit in a circle with the children and say:

Let's think some more about living and non-living things that make sound. When I say "living things that make a sound," we will take turns naming one. But when I say "non-living things that make a sound," you must name one of those. Let's begin.

Have the child beside you name a sound-producing living thing. Then ask the next person to continue. When four or five children have responded, call for non-living things that make a sound. Continue until everyone has had several turns.

VARIATION: To make the activity harder, also ask for living and non-living things that have legs.

2. Focus: following directions stressing *and* and *or*, using the fruits and vegetables

With the children still sitting in a circle, place the fruits and vegetables in its center and say:

Today I am going to give everyone a bag you can see through. (Do this) Now I will ask each of you to put certain fruits and vegetables into your bag and hold it up. Listen carefully to the two words *and* and *or* in my directions. Please put into your bag the apple *and* the orange *and* the onion *and* the carrot, (Matthew).

When the child has done so, have the group tell whether (the) choices were correct. Put the fruits and vegetables back into the

center. Stress the difference between *and* and *or* as you continue with these directions:

Please put into your bag . . .

1. the apple *and* the orange *and* the pineapple *and* the banana.
2. the onion *and* the carrot *or* the corn *and* the potato.
3. the pineapple *and* the small banana *or* the orange *and* the large banana.
4. the pineapple *and* the large orange *and* the tomato *and* the strawberry.
5. the strawberry *and* the red apple *or* the large pear *and* the peach.
6. the carrot *and* the onion *or* the potato *and* the green apple.
7. the lemon *and* the tomato *and* the yellow apple *and* the red apple.
8. the pineapple *and* the onion *or* the large banana *and* the small pear.
9. the small orange *and* the yellow apple *and* the potato *and* the corn.
10. the corn *and* the large banana *and* the lemon *and* the onion.
11. the large orange *and* the small banana *or* the lemon *and* the pineapple.
12. the onion *and* the carrot *or* the red apple *and* the peach.
13. the small pear *and* the strawberry *and* the small banana *and* the peach.
14. the tomato *and* the pineapple *and* the lemon *and* the small banana.
15. the large banana *and* the yellow apple *and* the potato *and* the red apple.
16. the green apple *and* the large orange *or* the yellow apple *and* the peach.
17. the small orange *and* the onion *or* the corn *and* the carrot.
18. the peach *and* the pineapple *and* the potato *and* the strawberry.
19. the yellow apple *and* the small banana *or* the pineapple *and* the strawberry.
20. the lemon *and* the corn *and* the green apple *and* the red apple.



Materials

ACTIVITY 1

ACTIVITY 2

None

None

1. Focus: imagining and talking about what it would be like if no one could talk or hear

Say:

Let's imagine that no one in the world could hear or talk.
How would people share their ideas?

Lead the children in discussing ways of communicating besides speaking and listening. Then say:

Now let's talk about how our lives would be different if no one could talk or hear.

Give everyone a chance to participate. If necessary, ask questions like these:

1. Would there be (telephones, radios, television, horns)?
2. How might we send messages to people far away?
3. Would there be traffic lights and road signs?

2. Focus: comparing and describing the difference between the front and the back of objects

Say:

Now let's talk about the words *front* and *back*. Is there a difference between someone's front and back? (Discuss)
How can you tell the difference between the front and the back of a person?

Encourage the group to describe a person seen first from the front and then from the back. Continue with these items:

- | | | |
|----------|----------|---------------|
| 1. dog | 4. desk | 7. robot |
| 2. shoes | 5. car | 8. book |
| 3. wagon | 6. house | 9. television |

VARIATIONS: To make the activity *easier*, display the available items listed above (shoes, desk, book) for the children to view as

they describe the front and back of each. To make it *harder*, end by having the children each name an object which does not have a front and a back.



Materials

ACTIVITY 1

Cards

Stories

352 374 417 450
366 396 432 463

Display Board

4 ledges

ACTIVITY 2

Cards

Music

324 325

Puppets

P. Mooney

Zoey

All 3 hats

Sound Book 2

Page 1, band 1

Page 1, band 4

Teacher provides

Record player

1. Focus: talking about P. Mooney's friends in the P. Mooney stories

Place the eight story cards on the ledges, picture sides hidden.

Say:

We have learned about many of P. Mooney's friends in his stories. Let's see how many of his friends you can remember and name.

List on the chalkboard as many of the following characters as the children can name:

P. Mooney

Mr. Nobody

Zoey

Elbert the

Elephant

Ophelia

Where-Bear

Kiwi

Terrapin Turtle

Gasless Goose

Then turn over the cards, and have the children identify each character as you read the list. Give clues as necessary to help them name the characters not listed. Then point to the characters in random order and call on children to summarize the story for each. End by asking the children each to name her or his favorite character and tell why.

2. Focus: remembering and talking about enjoyable times spent with P. Mooney and Zoey, and saying good-bye to them

Hold P. Mooney and Zoey (wearing her discovery hat), and say:

Now it's time to say good-bye to P. Mooney and Zoey. If you wish, you may tell Zoey and P. Mooney something you enjoyed doing with them when you say good-bye.

Have the children take turns doing so. Then let two children hold the puppets as you continue:

Let's sing our songs about P. Mooney and Zoey. First let's sing Zoey's song. We will sing P. Mooney's song last of all.

Play Zoey's song and ask the child holding the puppet to change her hats as indicated in the song. Then play P. Mooney's song and lead the children in singing. End the program by having the two puppets wave and say, "Good-bye."

Have the children take turns doing so. Then let two children hold the puppets as you continue.

Let's sing our songs about P. Mooney and Zoey. First let's sing Zoey's song. We will sing P. Mooney's song last of all.

Play Zoey's song and ask the child holding the puppet to change her hats as indicated in the song. Then play P. Mooney's song and lead the children in singing. End the program by having the two puppets wave and say "Good-bye."

Materials	Music	Teacher provides
252 474 417 436	324 525	Record player
244 344 352 362		
Display Board	Puppets	
4 puppets	P. Mooney	
	Zoey	
	All 4 hats	

1. Focus: talking about P. Mooney's friends in the P. Mooney stories

Place the eight story cards on the ledge, picture sides hidden.

Say:

We have learned about many of P. Mooney's friends in his stories. Let's see how many of his friends you can remember and name.

List on the chalkboard as many of the following characters as the children can name.

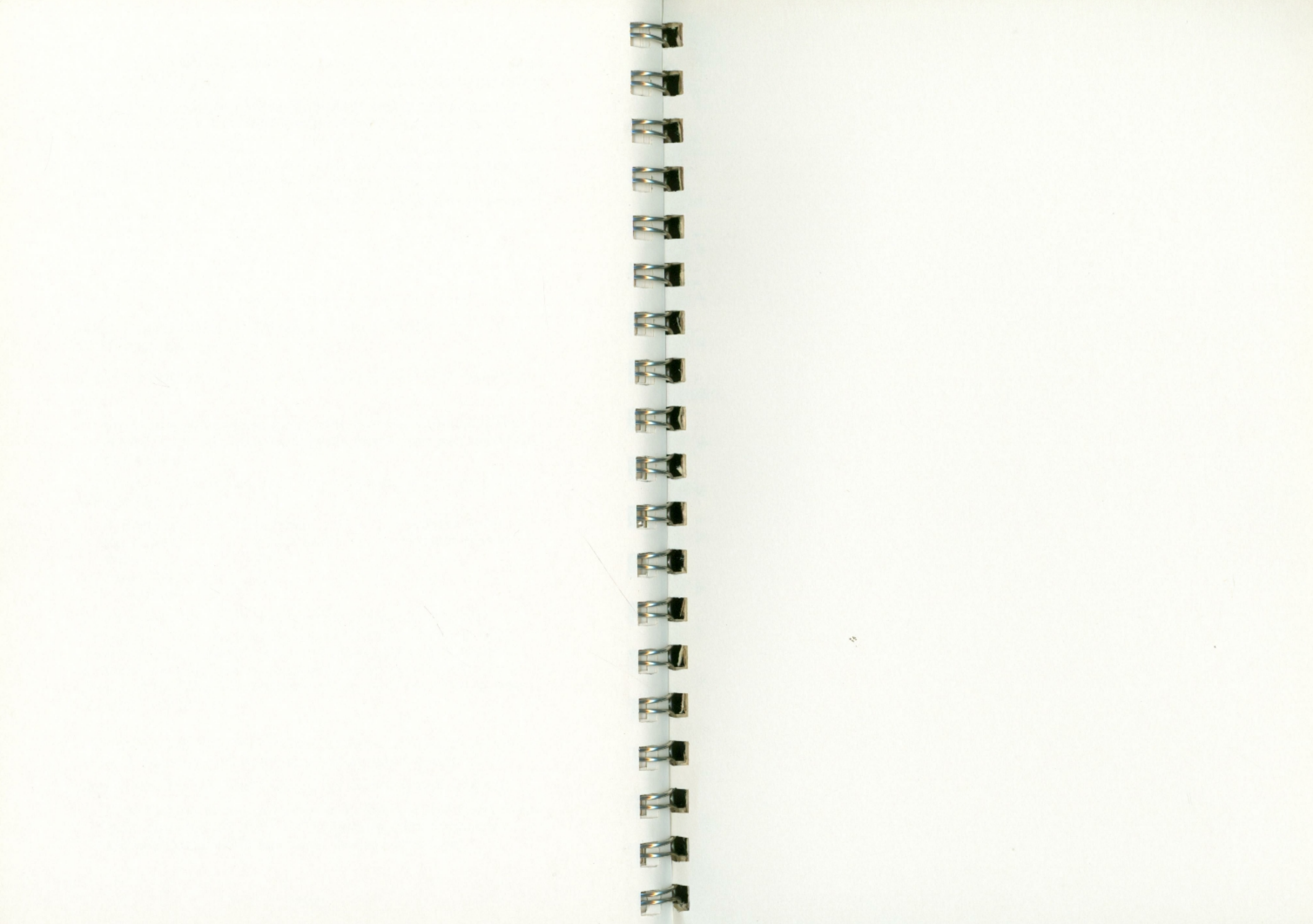
P. Mooney	Ophelia	Terrapin Turtle
Mr. Nobody	Where-Bear	Gasless Goose
Zoey	Kiwi	
Eliard the Elephant		

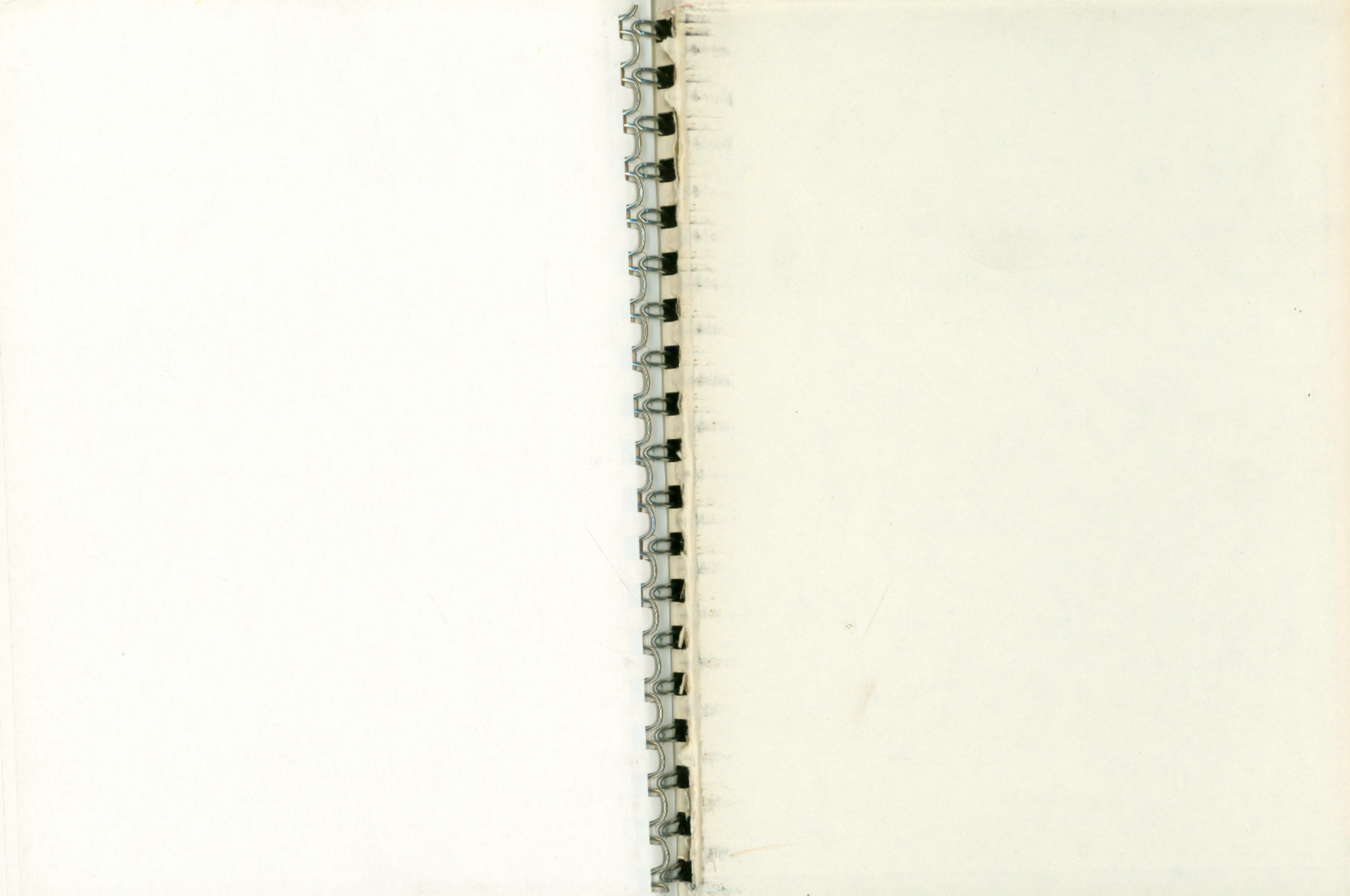
Then turn over the cards, and have the children identify each character as you read the list. Give clues as necessary to help them name the characters not listed. Then point to the characters in random order and call on children to summarize the story for each. End by asking the children each to name her or his favorite character and tell why.

2. Focus: remembering and talking about enjoyable times spent with P. Mooney and Zoey, and saying good-bye to them

Hold P. Mooney and Zoey (wearing her discovery hat), and say:

Now it's time to say good-bye to P. Mooney and Zoey. If you wish, you may tell Zoey and P. Mooney something you enjoyed doing with them when you say good-bye.





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LESSON MANUAL TWO

(LESSONS 181-360)

AGS American Guidance Service
Circle Pines, Minnesota 55014



PEABODY LANGUAGE DEVELOPMENT KITS—REVISED

SENIOR AUTHOR *Lloyd M. Dunn*

LEVEL P